

# Oregon WIC

## Nutrition Education Guidance



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<b>Key</b>	
★	Indicates Minimum Standard
◆	Indicates Oregon WIC Policy

# Introduction

## ***Welcome to Oregon WIC Nutrition Education Guidance!***

We hope that this packet of materials will help your agency to provide the highest quality nutrition education possible.

Nutrition Education is the corner stone of the WIC Program. It is the primary benefit that distinguishes WIC from other nutrition assistance programs as a premier public health program. Nutrition Education needs to be effective in order to help our clients achieve and maintain optimal nutrition status. The resources and guidelines in this packet are intended to help ensure WIC agencies across Oregon are providing consistent high-quality nutrition education.

## **What is included in the packet?**

The packet includes resources and guidelines for NE delivery methods. The resources provide the over-all vision of Nutrition Education in Oregon. These resources reflect Oregon policy, USDA regulations, Nutrition and Services Standards, and USDA WIC Nutrition Education Guidance (All States Memorandum 06-24).

The guidelines provide specific information on a variety of Nutrition Education delivery methods that have been approved for use in Oregon. Additional guidelines may be provided in the future and will be incorporated into future training modules.

## **How to Use the Packet**

- The guidance and information in the packet is to be used as you review, plan, prepare, revise or implement nutrition education strategies in your agency.
- Not every local agency will use all the nutrition education delivery methods described in this packet. Select the delivery method best suited to the topic and the audience.
- These guidelines do not replace policies.
- Each guideline may contain minimum standards identified in policy and indicated by a star (★).
- Policy references are indicated with a diamond (◆).
- Keep this packet for future reference with your WIC Policy and Procedure Manuals.
- Review this information with staff as they plan or implement Nutrition Education strategies.

# Oregon WIC Nutrition Education Philosophy Statement

**Purpose:** To provide a unified philosophical basis for nutrition education, the cornerstone of the WIC Program.

**Ideals: What we are striving for**

- To empower WIC families to make informed decisions.
- To promote healthy behaviors for WIC families and the community.
- To contribute to the attainment of selected Oregon benchmarks.

**Values: What we are committed to**

- We value effective nutrition education.
- We value nutrition education that links nutrition to health.
- We value nutrition education that treats participants with respect.

**Guiding Principles: How values are achieved**

- Effective nutrition education is based on current scientific research and national standards.
- Effective nutrition education is interactive, learner-focused and encourages participant involvement.
- Effective nutrition education is culturally sensitive and appropriate.
- Effective nutrition education is provided in the learner's first language whenever possible.
- Effective nutrition education is tailored to meet the needs of each WIC family's living environment.
- Effective nutrition education is provided in a safe and supportive environment.
- Effective nutrition education is scheduled at times and places convenient for WIC families.
- Effective nutrition education gives recognition for positive behavior and progress.
- Effective nutrition education builds on the strengths within individuals and their communities.
- Effective nutrition education seeks to include all family members and support persons.
- Effective nutrition education links WIC and WIC families to existing resources within the community.
- Effective nutrition education uses every component of the WIC program as an opportunity for learning.
- Effective nutrition education is provided by competent staff and utilizes WIC participants as peer educators.

# Standards for Providing Quality Nutrition Education

The primary mission of the WIC program is to improve the health outcomes of our participants. This is accomplished by providing nutrition education along with supplemental foods and referrals to other health and social services.

Per policy, a minimum of two nutrition education contacts must be offered to each participant or caregiver during each 6-month certification period. For certification periods great than 6 months, nutrition education should be offered quarterly, at least once every three months.

## **Nutrition Education Definition:**

Individual or group education sessions and the provision of information and educational materials designed to improve health status, dietary habits and physical activity habits, and to emphasize the relationship between nutrition, physical activity and health, all in keeping with the individual's personal, cultural, and socioeconomic preferences.

Nutrition education shall be designed to achieve the following two broad goals:

- Stress the relationship between proper nutrition and good health with special emphasis on the nutritional needs of pregnant, postpartum, and breastfeeding women, infants and children un five years of age, and raise awareness about the dangers of using drugs and other harmful substances during pregnancy and while breastfeeding.
- Assist the individual who is at nutritional risk in achieving a positive change in food habits resulting in improved nutritional status and in the prevention of nutrition related problems through optimal use of the supplemental foods and other nutritious foods.

## **Nutrition Education Contact Requirements**

A nutrition education contact shall:

- Be provided by qualified staff
- Be relevant to participants' category, interest, and risk
- Be offered at no cost to participants
- Be available to all adult participants and parent/guardians/caregivers of infant and/or child participants
- Be participatory
- Be documented in the participant's record
- Meet the language and cultural preference of participants
- Consist of accurate and current information
- Address participants' stated questions and concerns

**References:** ♦Oregon WIC Program Policies 800, 810, 820, 830 & 835

# Oregon WIC Program Marketing Nutrition Education

## Place

- Nutrition education activities are held in locations easily accessible to most clients (on bus line, handicap accessible, etc.).
- Nutrition education is delivered during days and times accessible to most clients.
- Nutrition education is delivered in settings that optimize the client's ability to be attentive and responsive (adequate space, privacy, child care, environment, etc.).

## Product

- Nutrition education topics are relevant to current interests.
- A variety of activities are offered for each category of WIC clients.
- Enough activities are offered to meet language needs of clients.
- Nutrition education materials match literacy level of clients.
- Pictures/illustrations on nutrition education materials feature people who "look like" your clients.
- Nutrition education is targeted to each client's readiness to change.

## Price

- Activities are available at times that meet the needs of working parents.
- Second NE contacts seem "worth" the time expended by the client to attend.

## Promotion





- All WIC staff members are familiar with the content and format of the activities offered by their agency.
- Clients can clearly see how attending an activity will benefit them, beyond meeting a requirement.
- Complete listings of activities, including a brief description of what the client will get from the class are readily available and in languages other than English, if needed.

## Evaluation

- Local agencies have established methods for collecting and sharing client feedback regarding nutrition education.
- Local agencies revise classes/2<sup>nd</sup> NE offerings based on feedback and have a regular timeline for doing so.

## Sample Evaluation Form

Please give us your feedback. We want to provide useful information in our nutrition education activities. Circle the number that matches how you feel.

				
This activity will be useful to me.	1	2	3	4
This activity lasted about the right amount of time.	1	2	3	4
The staff person gave useful information.	1	2	3	4
I feel this activity will help me improve my family's health.	1	2	3	4
I would recommend this activity to a friend.	1	2	3	4

One thing I will remember or use from this activity is.....

One thing I might change about this activity is.....

Something I'd like to know more about is.....

# Using PowerPoint Presentations for WIC Nutrition Education

## ***Good and Bad***

### **What is good about using PowerPoint?**

- Can guide a discussion and keep people on track.
- Can make sure that different staff leading a group consistently cover information.
- Can illustrate an idea with a graphic, video clip or animation.
- Can be colorful and fun to watch.
- Writing is legible and spell checked.

### **What is bad about using PowerPoint?**

- Can be used to “lecture” to clients.
- Can be rigid and not allow clients to guide discussion.
- Can get overwhelming with too much information.
- Can become the focus of the class.

## ***Do's and Don'ts***

### **Do's**

- Ask yourself what are you trying to accomplish in the session and if PowerPoint is the best method to use. What are the alternatives? Flipchart, drymark, overhead?
- Use one consistent template for color and format throughout the presentation.
- Use a font large enough to see easily (24 point or larger).
- Use high contrast colors for text (ex. black on white) and stay away from light font colors (ex. yellow, pink).
- Put only 2 or 3 bullet points or questions on one slide.
- Limit the slides to the minimum needed to illustrate major ideas. If you have more than one slide for every 2 minutes of session, reconsider (ex. use a maximum of 10 slides for a 20-minute presentation).
- Use graphs, illustrations, or diagrams to give information.
- Use animation sparingly. What starts as fun, quickly gets distracting.
- Review the presentation before and evaluate the presentation after it is used.
- Remember less is better! Use PowerPoint like a spice, not as a main dish.

### **Don'ts**

- Don't use PowerPoint to give a lecture, or as a script to read from the screen.
- Don't include paragraphs of information.
- Don't cause “Triple P” – PowerPoint Paralysis – no interaction with clients.
- Don't use PowerPoint as a crutch for not knowing the information.

## ***Anatomy of a Good PowerPoint Presentation***

### **Before you start**

- Make sure you have clear objectives for the session.
- Determine if PowerPoint is an effective tool to accomplish your objectives.
- Select a PowerPoint template that enhances your objective.
- Go to [www.microsoft.com](http://www.microsoft.com) website for information and ideas on using PowerPoint.
- Look on the web for free animations, illustrations, etc. to include in your presentation. Try [www.lycos.com](http://www.lycos.com) or [www.av.com](http://www.av.com).
- Outline the content you want included on slides.

### **Include**

- An introductory slide that gets peoples attention.
- A slide that lets people know what they are going to get out of the session (objectives).
- A slide that gets people involved – a question, an illustration, an activity.
- A slide that brings people together or summarizes information.
- A slide that asks the learner to take action – What will you do?

### **Use it well**

- You and the clients should be center stage. Don't let the PowerPoint presentation be the focal point. Arrange chairs in a circle with the screen as one place in the circle.
- Use the slides in the order needed to follow the direction the clients set. Don't let the slides dictate the order information is covered.
- Turn off the lamp or cover the lens of the projector when you want to focus on the discussion. People get mesmerized by an illuminated screen.

### **Review and evaluate**

- Is your session better with the PowerPoint slides?
- Did people in the session talk more or less?
- Did people ask questions and talk to each other in the session?
- Were people attending able to meet the session objectives?
- Did PowerPoint allow you to show something you wouldn't have been able to otherwise?

# Guidelines for Individual Nutrition Education

## Description/Definition

An individual contact with a CPA that is tailored to the nutrition concerns of the client.

## Guidelines for Effective Provision of Individual NE

- ★ Make a personal connection with the client.
- ★ Review previously assigned risks documented.
- ★ Addresses a specific risk or concern identified at earlier appointment.
  - Acknowledge any success or progress the client has made towards nutrition goals or health.
  - Acknowledge concerns and barriers too.
  - Assess where the client is at within “the stages of change” continuum.
- ★ Work with the client to determine one thing to work on until we see them again.

## Standards for Individual Education

- ★ NE must connect to the relationship between food and health. In other words, it must be nutrition related. ♦Policy 800, 2.2
- ★ Must be face-to-face interaction between a WIC staff person and the client. ♦Policy 810
- ★ Should be designed to meet the participants’ nutritional needs, risks, and interests. ♦Policy 810, 1.4
- ★ Must include verbal interaction between the WIC staff person and clients, even if using an audiovisual. ♦Policy 820, 2.4
- ★ May be attended by the participant, their parent or caretaker. Parents or caretakers must be either the first or second signer on the WIC ID card. ♦Policy 835, 1.0
- ★ Should be based on current scientific research and national standards.
- ★ Should be culturally sensitive and appropriate for the target audience.
  - Should be learner-focused and encourage active participant involvement since this is most likely to result in a change in behavior by the client.

## Appropriate Use

- For clients whose life situation or learning style is most suited to one-on-one contact.
- For clients where no group class topic available is appropriate.
- For clients unable to attend group NE.
- For all risk levels (high risks seen by RD).
- Perform wt/ht or hemoglobin check in addition to NE.
- Give informational handout and discussion with the individual.

### **Appropriate Staff to Provide this type of NE**

- CPA, RD, HE
- ★ For High Risk – RD or Master’s level nutritionist. ♦Policy 661

### **Appropriate Technology**

- Show growth charts on TWIST.
- To show video clip or illustrations of topic specific to the clients risk, culture, and interests.
- Provides interaction (i.e. use of scenarios or quizzes).
- Provides “take-home” tips and printable reinforcements.

### **Inappropriate Use of Technology**

To show a video without interaction with clients

### **Documentation**

- ★ Document any assessment data collected (i.e. weight, height, hemoglobin value).
- ★ At a minimum, document the topic in NE dropdown and update the goal as appropriate.
- ★ RD records individual care plan in Progress Notes of TWIST.

### **Evaluation**

- Self observation
- See whether attendance increases
- Client feedback

# Guidelines for Group Nutrition Education

## Description/Definition

“Group Nutrition Education” is nutrition education provided face to face by a WIC staff person to multiple WIC clients or their caregivers at one time, usually used to meet the second nutrition education contact requirement.

## Guidelines for Effective Provision of Group NE

### Advantages

- Can be an efficient use of staff time.
- Clients often benefit from interacting with other people in similar circumstances and sometimes learn best from peers.
- Allows the use of a variety of teaching methods to meet the learning styles of different clients.
- Provides an opportunity to issue vouchers to multiple clients at one time.

### Disadvantages

- Takes time to prepare.
- Requires adequate space.
- Client attendance can be disappointing.
- Not all clients learn best in a group environment.
- If poorly done, can alienate clients.
- Requires a facilitator who feels comfortable working with a group of people.

## Standards for Group Nutrition Education

- ★ NE must connect to the relationship between food and health. In other words, it must be nutrition related. ♦Policy 800, 2.2
- ★ Must be face-to-face interaction between a WIC staff person and the client. ♦Policy 810
- ★ Should be designed to meet the participants’ nutritional needs, risks, and interests. ♦Policy 810, 1.4
- ★ Must include verbal interaction between the WIC staff person and clients, even if using an audiovisual. ♦Policy 820, 2.4
- ★ Must make a reasonable effort to schedule NE at times and locations that enable clients to take part. ♦Policy 810, 2.0, 2.1, 2.2
- ★ Must be based on measurable goals and learning objectives identified in a lesson plan. ♦Policy 820, 4.0
- ★ May be attended by the participant, their parent or caretaker. Parents or caretakers must be either the first or second signer on the WIC ID card. ♦Policy 835, 1.0
- ★ Should be based on current scientific research and national standards.
- ★ Should be culturally sensitive and appropriate for the target audience.
  - Should be learner-focused and encourage active participant involvement since this is most likely to result in a change in behavior by the client.

## **Appropriate Use**

- To provide the second nutrition education contact to low or medium risk clients.
- For high-risk clients that have already been seen by an RD within the current certification period and group education is a part of their individual care plan.
- To provide nutrition education on a topic related to the client's category (e.g. Prenatal Nutrition discussions for pregnant women).
- For clients where multiple family members wish to receive nutrition education at the same time.
- For clients whose learning styles and interests are best suited to the group contact environment.

## **Appropriate Staff to Provide this type of NE**

★ Staff providing Group Nutrition Education must be a CPA, must have completed the “Providing Group Nutrition Education” module, and must have completed the module appropriate for the target audience (e.g. “Breastfeeding Module” for someone teaching a breastfeeding class). ♦Policy 810, 4.0

## **Inappropriate Use**

- Not appropriate for high risk clients who have not been seen by an RD or do not have an individual care plan
- Not appropriate for clients if the session topic does not relate to the clients category, risk, and personal preference
- ★ Clients may not be refused vouchers because they fail to attend NE. ♦Policy 835, 2.0

## **Appropriate and Inappropriate Use of Technology**

Audiovisual equipment and technology can enhance NE provided, but if used improperly it can also turn an interactive session to a stagnant, teacher-centered lecture. Technology should not replace a well-trained facilitator or client participation, but should assist the facilitator in communicating the session's nutrition messages to clients.

- Technology should be used to illustrate or enhance information for the client, therefore it should be used sparingly.
- Most people learn best when they are actively involved in their own discovery of the information.
- Showing a video clip or an illustration may help someone make a valuable connection between their own experience and what the facilitator is trying to get across.
- Any audiovisual should be introduced first by the facilitator so that participants understand why and what they are looking at it.
- After using the audiovisual, the facilitator should ask for feedback from the group and give them a chance to reflect on what they have seen or experienced. The facilitator should provide needed clarification and answer any questions that arise.

## **Documentation**

- ★ Attendance at group nutrition education will be documented in the clients record. ♦Policy 830
- ★ The session title, topic, date, and the name of the instructor must be documented using the “Appointment Scheduler” function in TWIST. ♦Policy 830, 2.1, 2.4, 2.5
- ★ Group education titles, duration, language and frequency or dates offered will be documented in TWIST. ♦Policy 820, 4.0
- ★ Lesson plans for each group education class must be kept on file and must include measurable goals and learning objectives. ♦Policy 820, 4.0

## **Evaluation**

- Evaluations of group education should be conducted to assess participant satisfaction with and the effectiveness of the session.
- Evaluations done at the end of a group education session can be designed to see if clients were able to meet the stated objectives of the session.
- Evaluation may include client surveys done for your agencies Nutrition Education Plan.
- Sample class evaluations are available.
- Review show rate reports.

# **Guidelines for Large Group Education Events as Second Nutrition Education Contacts**

## **Description/Definition**

Large group education events, such as health fairs, are scheduled events where multiple activities are offered at a variety of stations. WIC participants are generally allowed to self-select the booths, tables or stations that they will visit and activities that they will participate in. Scheduling is usually done in groups, however, participants are typically permitted to drop-in for services at any point during an allotted period of time.

Large group education events should never be the only second nutrition education contact available for participants. Large group events should be offered in conjunction with small group classes, individual education appointments and follow-up opportunities to best meet the needs for each participant based on their risk and category.

## **Guidelines for Effective Provision of Large Group Education Events**

### **Advantages**

- Services can be provided to a large number of participants in a single period of time.
- A variety of activities can keep nutrition education fresh for long-term participants.
- Partner programs can easily be invited to participate allowing them opportunity to disseminate useful information to participants.
- Drop-in options provide flexibility for participants.

### **Disadvantages**

- Labor-intensive preparation and instruction involving multiple staff.
- Adequate space is required to safely accommodate large volume of participants.
- There is limited opportunity to address specific issues for individuals, specifically a concern for pregnant or breastfeeding women and infants.

## **Appropriate Use**

- ★ Activities need to be nutrition related. Event cannot be comprised solely of non-nutrition related activities. ♦Policy 800, 2.2
- ★ Activities need to include face-to-face interaction with participants. ♦Policy 810
- Activities should be language and category appropriate for participants who are scheduled for the event. ♦Policy 810
- Participants should be encouraged to participate in activities appropriate for their category.
- Activities should be participant centered to engage the client in an interactive manner.
- Type and content of activities should be rotated periodically.
- Customer service and traffic patterns should be addressed for timely issuance of multiple month vouchers following participation in the event.

### **Appropriate Staff to Provide this type of NE**

- Activities at large group events must be presented and/or monitored by qualified WIC staff at the site at the event.
- ★ WIC staff involved in the provision of nutrition education activities at the Large Group Education Event need to complete the Providing Group Education training module. ♦Policy 810, 4.0

### **Inappropriate Use**

Not an appropriate second nutrition education contact for high-risk clients unless an RD has already seen them during their certification period.

### **Documentation**

- Outlines must be created for each activity to identify activity objectives, materials used and information provided for each station.
- Documentation must be maintained regarding which stations are available at each event and which staff are involved with each activity.
- A “show” designation in a participant’s TWIST record should indicate participation in at least one nutrition education activity at the event.

### **Evaluations**

- Evaluations of the event should be conducted to assess participant satisfaction with and effectiveness of the education provided.
- Monitor show rates.

# **Guidelines for Mid-Certification Health Assessments as Second Nutrition Education Contacts**

## **Description/Definition**

★ “Mid-Certification Health Assessment” (MCHA) is a required, expanded nutrition education contact that occurs approximately in the middle of the infant’s first year.

◆Policy 646

## **Guidelines for Effective Provision of NE at MCHA**

The MCHA shall include an evaluation of length and weight measurements, an explanation of the infant’s growth pattern, age appropriate nutrition education and dietary recommendations, health referrals, and breastfeeding support if needed. It should be scheduled between 5 and 8 months of age.

## **Appropriate Use**

- The MCHA shall be offered to all infants who are initially enrolled in WIC at less than 5 months old.
- Appropriate topics to cover with infants at this age include introduction of solids and progression to table foods, use of the cup and appropriate amounts of fruit juice, oral hygiene, fluoride, breastfeeding support, feeding relationship, encouraging age appropriate physical activity, and family mealtimes.
- Although the MCHA is usually an individual nutrition education contact, it is possible to provide these same services and nutrition education in a group setting if a local agency prefers and if infants are scheduled appropriately.
- Whenever possible, coordinate the breastfeeding mother’s quarterly nutrition education contact (e.g. MW = WIC BF checkup) with the infant’s MCHA.

## **Appropriate staff to Provide this type of NE**

★ CPA ◆Policy 810

## **Inappropriate Use**

- It is not necessary to provide a MCHA for infants enrolled at age 5 months or greater.
- When scheduled as recommended, it is usually too early to do a hemoglobin or hematocrit check as part of the MCHA. (See ◆Policy 625) The MCHA does not replace the two required quarterly nutrition education contacts for infants enrolled when they are less than 4 months old.

## **Appropriate technology**

N/A

**Documentation**

- Document length, weight, diet assessment, nutrition education topics, and updated goal and progress notes if appropriate.
- Attendance or non-attendance at the “MI” appointment should be documented in the infant’s TWIST appointment record.

**Evaluation**

The show rate reports in TWIST can be used to evaluate attendance at the MCHA.

# Guidelines for Non-WIC Nutrition Education

## Description/Definition

“Non-WIC Nutrition Education” is nutrition and physical activity education that meets the WIC requirements and is usually off-site, but is provided at no additional charge to a WIC participant by an outside program, organization or non-WIC staff with which the WIC agency has a written agreement.

## Guidelines for Effective Provision of Non-WIC NE

- A non-WIC provider provides nutrition and/or physical activity education that is appropriate for and meets the interests of the WIC participant.
- ★ Prior to referring a WIC participant to a non-WIC nutrition education opportunity, the WIC Agency must enter into a written agreement with the outside agency and keep a copy of this agreement on file. ♦Policy 810 & 830.2, 830.4-8
- A WIC client can request to use a non-WIC nutrition education experience in place of attending nutrition education at the WIC clinic, such as an appointment with a non-WIC RD who will be addressing the same high-risk issue. If the WIC Agency does not have a written agreement with the program or organization, an agreement must be established prior to client attendance.
- Must be coordinated with appointments to pick up vouchers.

## Appropriate Use

- During a participant’s certification period, a certifier can offer a WIC participant a non-WIC nutrition education opportunity for a second nutrition education contact, as long as it relates to the participant’s nutritional risk(s) and individual nutrition needs, taking into account cultural and individual preferences.
- The client must attend the non-WIC nutrition education experience during their current certification period.
- For low or medium risk level.
- For high-risk clients that have already been seen by an RD within the current certification period and non-WIC nutrition education is part of their care plan.
- Examples of non-WIC nutrition education include:
  - The breastfeeding class attended as part of hospital birthing classes.
  - Expanded Food and Nutrition Education Program (EFNEP) classes.
  - Head Start parenting class that addresses nutrition.

## Appropriate Staff to Provide this type of NE

★ The staff providing non-WIC nutrition education must either be a health professional or supervised by a qualified nutritionist or health professional. ♦Policy 810, 5.3

## **Inappropriate Use**

- Nutrition education provided by OSU Extension Oregon Family Nutrition Program (OFNP), also called Food Stamp Nutrition Education (FSNEP), cannot be used to meet the WIC program's required second nutrition education contact. OFNP/FSNEP funds can be used to support activities that exceed WIC's requirements for nutrition education and breastfeeding.
- The session does not have a nutrition or physical activity component (e.g. potty training).
- Attendance at Non-WIC Nutrition Education cannot be self-reported by a client.

## **Appropriate and Inappropriate technology**

N/A

## **Documentation**

- ★ The written agreement with the non-WIC agency or provider shall: ♦Policy 830, 5.1
  - Identify the nutrition education or physical activity topics of the agency/provider that would be appropriate for the WIC nutrition education requirement.
  - Outline how the participant's attendance at the non-WIC nutrition education will be documented and how the WIC clinic will be notified. For example, the organization has a sign-in and faxes or mails the list to the WIC agency or the WIC client brings the documentation to the clinic (e.g. high risk care plan). The documentation must include the date, participant's name, nutrition education topic, agency, signature & credentials of person presenting the education session.
  - Be signed and dated by both programs.
- ★ WIC written agreement with the program/agency providing the non-WIC nutrition education is kept on file at the local agency. ♦Policy 830, 5.1.1
- The non-WIC nutrition education opportunity the participant plans to attend is documented in TWIST on the NE Plan Screen > Next Appointment sub-tab > Schedule non-WIC NE button. In addition, the participant is scheduled for an FI pick-up. After the participant attends the non-WIC nutrition education, WIC staff document the attendance in the participant's TWIST record.
- If the non-WIC nutrition education provider is an individual dietitian, the non-WIC nutrition education topic could be "Name of the RD"

## **Evaluation**

- Evaluate the show rate report.
- Run the Non-WIC Nutrition Education Report.
- Evaluate the non-WIC nutrition education to assess participant satisfaction with and effectiveness of the education. Organizations or programs providing the education may conduct the evaluation and provide feedback to the WIC Program or the WIC Program can provide the client an opportunity to give feedback after the session.

# Guidelines for Using Self-Paced Lessons

## Description/Definition

“Self-paced lessons” are designed as self-guided, interactive learning tools. Self-paced lessons for participants are intended to give nutrition education option to participants and staff.

## Guidelines for Effective Provision of NE with Self-Paced Lessons

- ★ A personal connection with the client should be made.
- Participants should be given a self-paced lesson appropriate for their category or interest.
- Give each participant the same self-paced lesson only once.
- A 12-month schedule could be developed using a different self-paced lesson each month.

## Advantages

- Self-paced lessons are to be used as an alternate form of nutrition education when group education or individual counseling cannot be provided.
- A self-paced lesson may serve as a nutrition education contact providing the participant completes lesson questions and reviews them with a designated staff member prior to FI issuance.

## Disadvantages

Staff time may not be able to be scheduled for self-paced lessons since they will be used on as case-by-case basis. This may impact clinic flow.

## Standards for Self Paced Lessons

- To become familiar with the lessons, have each staff member complete the self-paced lessons your agency plans to use.
- Give each participant the same self-paced lesson only once. A 12-month schedule could be developed using a different self-paced lesson each month.

## Appropriate Use

Self-paced lessons can be used in situations such as the following:

- In cases when a participant is late or misses a class. The participant may choose to complete a self-paced lesson rather than be rescheduled for another class appointment.
- For those times when a participant’s schedule conflicts with the class schedule.
- Situations in which a participant is sick and chooses not to attend group class.
- Instances when a participant is due for a 2<sup>nd</sup> nutrition education contact but an appropriate group class is not available.

### **Appropriate Staff to Provide this type of NE**

- Any staff member may give a self-paced lesson to a client.
- ★ After a participant completes a lesson, a designated qualified staff member should review the evaluation or activity component of the lesson with the participant.
- ◆Policy 810

### **Inappropriate Use**

Self-paced lessons should not be used in situations such as the following:

- As the NE lesson for a group of participant. Self-paced lessons should not be used as the group class.
- In place of individual counseling at certification.
- As a punitive measure when a participant cannot stay for class.

### **Appropriate and Inappropriate Use of Technology**

Be sensitive to the fact that non-literate participants may require help from staff to complete a self-paced lesson.

### **Documentation**

- Each local agency can choose whether to use self-paced lessons in their agency.
- ★ Local agencies need to have a written procedure in place for using self-paced lessons. This procedure should include where participants will complete the lessons, how vouchers will be issued, who will provide individual follow up with the participant after they complete a lesson, how will documentation be entered into the participants record, etc.

### **Evaluation**

Each self-paced lesson contains an evaluation or activity component. A designated qualified staff member should review this with the participant before FIs are issued.