Oregon WIC Training Module
Providing Participant Centered Groups

Staff Training

Oregon WIC Training Module
Providing Participant Centered Groups

September 2013

Module written by:
Adrienne Paige Mullock, MPH, CHES, CWWS, RYT
Kim McGee
Sara Sloan, MS, RD
Vernita Reyna, RD

Contributions from:
Diane Arnold

Table of Contents

Chapter 2 – Facilitating Groups

Chapter 3 – Developing Groups

Chapter 4 – Supporting Quality Groups

Job Aids & Resources

Final Review Activity

Training Module Evaluation

Starting the Module

Contents

S-1   Introduction

What will you learn?

The Oregon WIC program provides all services using a participant centered approach - during counseling sessions, at the front desk and in groups! Participant centered services focus on people's interests, capacities, strengths and needs.

The *Providing Participant Centered Groups Module* focuses on how to facilitate and create effective participant centered group nutrition education sessions so that you can make a difference in the nutrition and health of the participants you serve.

Before Completing this Module

You should have already completed the:

♦ *Introduction to WIC Module*

♦ *Participant Centered Education eLearning Modules*

S-2   Instruction Levels

All staff who will facilitate participant centered groups - including paraprofessional CPAs, professional CPAs and WIC nutritionists - are required to complete this module.

S-3   Steps for Completing the Module

♦   The module is yours to keep.

♦   Feel free to take notes, highlight or write in it.

♦   Use the module as a reference when you are done with it.

♦   Complete the module by doing one lesson or chapter at a time, depending on your work schedule.

♦   Ask your Training Supervisor if you need help or have more questions.

♦   Work together with your Training Supervisor to plan your training time.

Training Supervisor's name and phone number:

_____

The *Providing Participant Centered Groups Module* contains:

♦   *Resources* – For you to reference when developing session guides and facilitating groups.

♦   *Job Aids* – To assist you in completing the *Practice Activities* listed in the lessons.

Steps:	Date Completed:

1. Work with your Training Supervisor to develop a training plan and to plan your training time. Use these time estimates to help plan the time it will take to complete the module.
 	
  Chapter 1: 1.5 hours
  Chapter 2: 1 hour
  Chapter 3: 2 hours
  Chapter 4: .5 hour
 	
* You will need more time to complete your session guides and observations.	

2. Use the Items Needed checklist in Section S-4 to gather the materials necessary to complete the module.	
3. Complete the required lessons and activities for each chapter. Write down any questions you have about the lessons and discuss them with your Training Supervisor.	
4. Meet with your Training Supervisor to complete each chapter's *Review Activities* and to discuss your questions.	
5. Complete the *Posttest*.	
6. Discuss the *Posttest* with your Training Supervisor.	
7. Complete the Training Module Evaluation and give it to your Training Supervisor.	
8. Your Training Supervisor will complete the *Competency Achievement Checklist* and print your Module Completion Certificate.	

S-4 Items Needed

Items Needed to Complete the Module

♦ Pen or pencil and highlighter

♦ Job Aids & Resources – **located at the back of this module**

To complete this lesson:	You will need:
1-1 Why Use Groups?	♦ *Oregon WIC Nutrition Education Philosophy Statement*
1-2 Levels of Involvement	♦ *Job Aid: Oregon Nutrition Education WIC Support (NEWS) Google Group*
1-3 Role of the Facilitator	♦ *Comparison of Nutrition Education Approaches in WIC*
2-2 Facilitator Skills	♦ *Group Nutrition Education Observation Guide* ♦ *Resource Cards: Participant Centered Groups* *Note:* For your reference, the printed version of this module includes a packet of resource cards that summarize information covered in this module.
2-3 Facilitation Strategies	♦ *Group Nutrition Education Observation Guide*
3 Chapter Introduction	♦ *Job Aid: How to Create a Participant Centered Group Session Guide*

To complete this lesson:	You will need:
3-1 Identify the Session Focus	♦ *Job Aid: Your Participant Centered Group Session Guide* *Note:* An editable Word version of this document lives at this link: h*ttp://public.health.oregon.gov/HealthyPeopleFamilies/wic/Pages/orwl.aspx*
3-2 Developing Objectives	♦ *Job Aid: Your Participant Centered Group Session Guide* ♦ *Job Aid: Writing Objectives – Levels of Learning*
3-3 Planning for the Session	♦ *Job Aid: Your Participant Centered Group Session Guide*
3-4 Composing a Session Outline	♦ *Job Aid: Your Participant Centered Group Session Guide* ♦ *Job Aid: Using PowerPoint Presentations* ♦ *Learning Activities* ♦ *Warm up Activities*
3-5 Evaluating the Session Guide	♦ *Job Aid: Session Guide Evaluation* ♦ *Job Aid: Your Participant Centered Group Session Guide*
4-2 How to Evaluate	♦ *Job Aid: Evaluating Objectives*

List of items needed that are NOT included in the module

♦ Access to TWIST

♦ Sample evaluation tools

Module Introduction

Introduction

Hello!

Welcome to the *Providing Participant Centered Groups Module*. Thank you for the work you do with WIC participants. The time you spend with WIC families during group sessions is important. You have the opportunity to connect with their lives and plant the seeds of change. Raising a family is hard work and our participants are fortunate to have the chance to come to WIC for support.

Upon completion of this module, you will be empowered with the knowledge, skills and the spirit of participant centered services so that the time you spend with participants is meaningful and rewarding.

General Benefits of Group Education

WIC's ultimate goal is to promote positive health outcomes for the participant. Group nutrition education is an efficient way to reach that goal for a large number of participants at one time.

WIC programs are busy places and WIC staff have many tasks to complete. Being able to provide nutrition education to multiple families at one time can save staff time and resources. Further, group nutrition education allows staff to issue benefits to multiple participants at one time and can be an efficient use of staff time.

Benefits

- ◆ Can be an efficient use of staff time.

- ◆ Participants may benefit from interacting with other people in similar circumstances and may learn best from peers.

◆ Allows the use of a variety of teaching methods to meet the learning styles of different participants.

◆ Provides an opportunity to issue benefits to multiple participants at one time.

Group education can also bring some challenges. Effective groups require a facilitator who has participant centered skills and feels comfortable working with a group of people. Group nutrition education takes time to prepare, requires adequate space and at times participation can be disappointing. This module will provide guidance on how to overcome some of these challenges so that you can experience success with the groups your agency offers.

Continuous Quality Improvement

Providing participant centered groups involves multiple steps and includes an ongoing process of refinement. A four step process is used to ensure continuous quality improvement of the group sessions offered. The four steps are: **assess**, **plan**, **implement**, and **evaluate**.

Evaluate   **Assess**

Implement   **Plan**
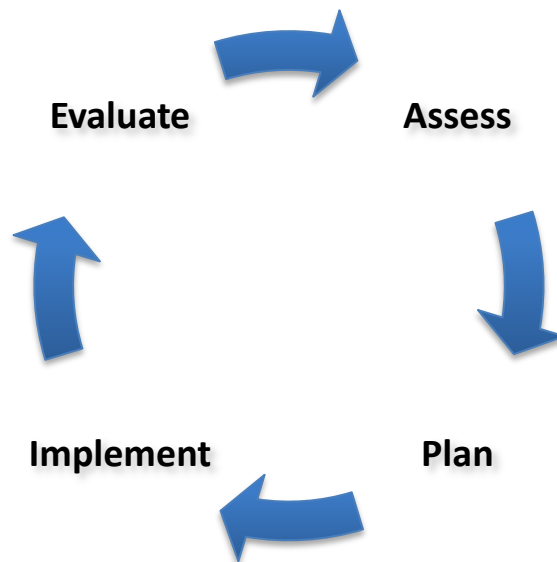
These steps will be described in detail throughout this module so that you will have an understanding of all that goes into making your program a success.

Overview of Group Education

Chapter 1

Contents

Lesson Level: 2

1-1 Why Use Groups?

Items Needed

♦ *Oregon WIC Nutrition Education Philosophy Statement*

Objectives

After completing this lesson, you will be able to:

♦ Describe two ways participant centered groups influence health behaviors.

♦ Identify the key elements of participant centered groups.

Overview

Nutrition education is the cornerstone of the WIC Program. It is the primary benefit that distinguishes WIC from other nutrition assistance programs as a premier public health program. Effective nutrition education helps our participants achieve and maintain optimal nutrition status.

The *Oregon WIC Nutrition Education Philosophy Statement* outlines the values behind the nutrition education that we do in Oregon. This document describes how these values are achieved and provides insights into how and why groups are offered in local agencies.

⇨ **Practice Activity**

🖉   1. Review the *Oregon WIC Nutrition Education Philosophy Statement*. How does this philosophy compare to your own?

🖉   2. How might following this philosophy influence the way you work with participants?

How Groups Influence Health Behaviors

Group nutrition education offers some unique advantages for facilitating behavior change. Group education has the opportunity to influence participants' health behaviors in three ways:

1. Peers

2. Interactions

3. Support and encouragement

Peers

Participants like to hear from and talk to other parents who are their peers. Peers are people who have something in common with you. In this situation, it might be that they are at the same stage of parenthood, of the same culture, in the same financial situation, or having the same experiences. In a group, peers provide safety and normalcy. Participants may feel like their peers understand their situation better than the WIC staff would. For some participants, it is easier to discover solutions/answers when they hear their peer's discussion. They might hear ideas that they trust because the person they are hearing it from "walks in their shoes" and understands their circumstances. They may discover their voice when they hear something they

totally disagree with which leads them to a different conclusion. When they hear the thoughts, feelings and ideas of their peers, they feel free to examine their own.

Interaction

Many new moms feel isolated at home alone with their children and attending a group nutrition education session gives them an opportunity to socialize with other moms. These interactions provide a safe place for participants to discover their own solutions if they are interested in addressing their behaviors. Listening to others, sharing ideas, and talking about possible solutions take a person to a different level of thought than thinking alone at home. Groups provide all different viewpoints to consider. Interacting moves learners to possible action much faster.

Support & Encouragement

Many participants find support and encouragement from others in the group who are having similar experiences. They find comfort in knowing they are not alone and that many others are experiencing similar triumphs/struggles.

Take a moment to reflect on any other ways you think that groups can influence participants' health behaviors.

Key Elements of Participant Centered Groups

Participant centered groups incorporate a variety of elements that help to engage participants on many levels. Key elements of participant centered groups that will be covered in this module include:

- ◆ Creating an inviting environment

- ◆ Connecting with participants and helping them feel safe

- ◆ Offering relevant and science based information

- ◆ Encouraging participants to contribute to the conversation

- ◆ Actively involving participants in their own learning

Participants are more likely to change behavior when they feel

comfortable in their surroundings, are actively involved in the educational process, and develop the ability to reflect on their own behavior. Participant centered groups create a safe learning environment that supports adult learning.

This module will provide you with specific information about these elements so you will feel confident incorporating them into your groups.

⇨ ## *Practice Activity*

Read the following scenario and then answer the questions below:

Example:

Christina is a WIC mom at the Hidden Valley WIC Program and is at the clinic to attend her group session entitled "Kids in the Kitchen." Christina picked this topic from a variety of groups her clinic offers because her 2-1/2 year old son is a picky eater and she is hoping to get some ideas for how to make mealtimes less stressful. When Christina arrives, she goes into a classroom where the chairs are comfortable and arranged in the way that participants can see each other and the WIC staff facilitator. The room itself is somewhat dreary probably because the lighting is dim and the temperature seems a little cool.

The facilitator starts the group with an activity so participants can share why they selected this particular session. The facilitator then shares what is planned during the 30 minutes allotted for the group and asks what else the participants were hoping to get out of their time together. The facilitator then offers some information about getting children involved with helping select and prepare foods. The facilitator provides an opportunity for the participants to get into smaller groups where they can share their own ideas with each other. The facilitator encourages all participants to get some hands on experience using a food demonstration activity. Christina leaves satisfied knowing that she can try some of the ideas she learned today at home.

1. List two ways this group helped influence participants' health behaviors.

    a.

    b.

2. Underline two elements that made this group participant centered.

3. Identify one way you could change the environment to make it more inviting for participants.

Summary

The group education experience can be a powerful and rewarding tool for influencing health behaviors. Effective groups can help promote positive health outcomes for WIC participants. When you provide opportunites for group members to connect with one another in an inviting environment, you will be well on your way to creating group experiences that will be enjoyable for both you and the participant!

☑ *Skill Check*

1. What are two ways that participant centered groups influence health behaviors?

2. List three key elements of participant centered groups.

Lesson Level: 2

1-2   Levels of Involvement

Items Needed

- *Job Aid: Oregon Nutrition Education WIC Support (NEWS) Google Group*

Objectives

After completing this lesson, you will be able to:

- Describe the six domains of the participant centered group model.

- Determine your level of involvement with group education.

Overview

When an agency provides group nutrition education, each WIC staff person will play a different role in supporting this benefit. No matter what *your* role may be, *participants* are at the heart of participant centered groups.

Participant Centered Group Model

Providing group education involves multiple components that can be arranged into a model. This model highlights the six domains of participant centered groups and will help guide you as you learn about providing groups.
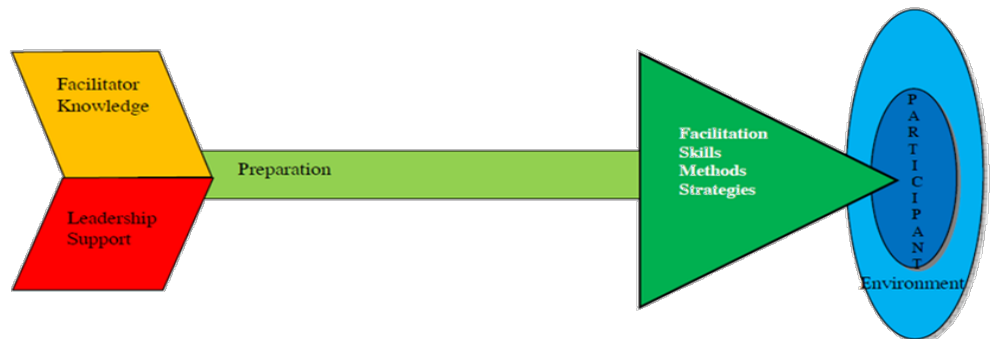
You will notice that the model looks like an arrow aimed at a target. The target represents the learning environment with the participant at its center, while the arrow indicates the knowledge, preparation, skills, methods and strategies the facilitator uses to keep the group going in the desired direction. Leadership support is critical in ensuring the facilitator has the knowledge, preparation, skills and strategies necessary to effectively reach the participant.

Group Levels of Involvement

Your role in the process of supporting quality participant centered groups will depend upon your level of involvement. Most staff start off by facilitating a group. In fact, chances are if you are completing this module, you are likely going to be implementing a participant centered group. With advanced knowledge and experience, some staff will develop the skills necessary to move along the continuum and provide a higher level of support for your agency's group nutrition program.

Advancing knowledge, skills & attitudes

Let's take a look at all the possible roles that support providing group education and determine your level of involvement.

Facilitates groups

Facilitators take a developed session guide and implement it with a group of participants. The facilitator is expected to have knowledge about how adults learn and the subject matter being presented. Staff who facilitate groups will encourage participant involvement and create a positive learning environment.

Chapter 2 of this module covers in detail the knowledge, skills and strategies that support facilitating participant centered groups.

Adapts existing session guides

Sometimes there are existing session guides that can be tweaked to be more participant centered or more effective. Making these changes requires staff to have the ability to review existing materials, apply participant centered education principles, and adapt materials and activities to make them more participant centered.

Chapter 3 of this module discusses how to adapt existing session guides to make them participant centered.

Develops new learning activities and session guides

Designing new participant centered nutrition education sessions requires staff to analyze possible content and the learning activities to determine if they meet identified learning objectives.

Some WIC staff who are involved at this participate in the Oregon Nutrtition Education WIC Support (NEWS) Google Group. The purpose of this group is to work collaboratively to improve the participant centered education in our agencies across the state.

Chapter 3 of this module describes how to develop session guides that include relevant learning activities.

Assesses need and evaluates groups

Staff who are involved in assessing need and evaluating participant centered groups are able to estimate the need for specific nutrition education offerings, measure the success of existing group sessions,

and help plan the group nutrition education program as a whole to ensure it meets the needs of the participants in your agency.

Chapter 4 of this module discusses how to assess need and evaluate groups.

Champion/Advocate

In order to support quality nutrition education, agencies have plans and policies that best address the needs and health outcomes of participants. Each agency is encouraged to have a champion that ensures staff providing nutrition education have the resources and tools that they need. Some WIC staff are involved in advocating on behalf of their agency to support participant centered groups.

Practice Activity

1. What is your level of involvement? Fill out the chart by placing a √ in the appropriate box to determine where you are now, where you hope to be in the future, and then jot down what would help you get there.

Role	I plan to do this upon completion of the module	I would like to do this in the future	What would help me most is:
Facilitates groups			
Adapts existing NE session plans			
Develops new PC learning activities and session plans			
Evaluates NE and assesses need			
Champion/Advocate			

2. Complete the chart below with your training supervisor to determine who is currently responsible for all of these roles at your agency.

Role	Name
Facilitates groups	
Adapts existing NE session plans	
Develops new PC learning activities and session plans	
Evaluates NE and assesses need	
Champion/Advocate	

Summary

A lot of effort goes in to our groups. Quality participant centered group education is the result of team work and could not happen without the involvement of many WIC staff members. Providing group sessions involves a variety of responsibilities from development and facilitation to assessment and evaluation.

☑ *Skill Check – Self-Evaluation*

1. List the six domains of the participant centered group model.

   a.

   b.

   c.

   d.

   e.

   f.

2. Describe the five levels of staff involvement in providing participant centered groups.

   a.

   b.

   c.

   d.

   e.

Lesson Level: 2

1–3 Role of the Facilitator

Items Needed

♦ *Comparison of Nutrition Education Approaches in WIC*

Objectives

After completing this lesson, you will be able to:

◆ Describe one difference between a teacher and a facilitator.

◆ List three responsibilities of a facilitator during group sessions.

◆ Identify two effective communication strategies for participant centered groups.

Overview

Effective facilitators have the opportunity to influence behaviors that impact health outcomes. The role of the facilitator in participant centered groups is to create an atmosphere of acceptance, guide the discussion and activities, and encourage participation from all group members. This lesson will help highlight what a facilitator does and how facilitation can be accomplished effectively.

The Importance of a Facilitator

The facilitator plays an important role in the group setting by encouraging participation and keeping the conversation on track. The facilitator ensures that participants feel safe to interact and learn and also allows those not comfortable sharing to remain quiet. The facilitator brings positive energy to the group, allows time for everyone to talk and accepts all viewpoints non-judgmentally.

Facilitators share how each participant brings valuable experience to the group which can benefit others. Although you may be a subject matter expert, health professional or WIC competent professional authority, it is best if participants do not view you as the sole authority on the group session topic. Ideally participants will feel comfortable sharing their own ideas and not just defer to you for ideas and insights. Since you want them to be able to implement the information and skills covered during the group into their own lives, be sure to let the participants make the discoveries, and decisions about how they will apply these skills in the future. The goal isn't for the participant to leave thinking you are brilliant, but in knowing that they are.

Teacher vs. Facilitator

In participant centered groups, your role is that of a facilitator rather than as a teacher. Take a minute to think about the differences between a teacher and a facilitator.

Teacher

What comes to your mind when you think of a teacher? Do you think of school? Tests? Performance standards? The role of a teacher is often seen as the authority, the expert, the leader. The teacher might be the person who tells you what to do and how you must do it, and then grades you on whether you did it as well as you should.
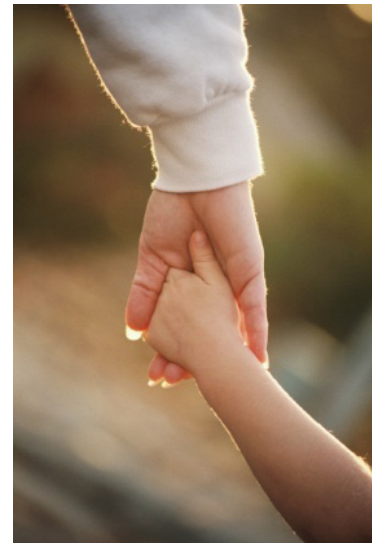
Facilitator

What about when you think of a facilitator? The facilitator could be seen as the guide, the coach, the catalyst. The facilitator might be the person who helps you discover your own ideas, encourages you to figure out how you might best accomplish your goals, and encourages you to take that first step. Which would you prefer, being told what to do or having the opportunity to find your own solutions?

⇨ *Practice Activity*

1. Think about a time you were in a group session for a training, staff meeting or in-service.

    a. What did the facilitator do to make it easier or more difficult for you to listen and learn?

    b. What made you feel like participating or not?

2. Review the resource *Comparison of Nutrition Education Approaches in WIC.* What has been your experience with the teacher centered and participant centered approaches to instruction?

3. Which do you feel would be most effective? Why?

What a Facilitator Does

Your responsibility as the facilitator is to:

1. Use participant centered education skills

2. Share accurate, evidence-based information

3. Guide the discussion & keep discussions on track

4. Maintain participant's safety in a positive learning environment

Use of Participant Centered Skills to Facilitate

Participant centered education (PCE) is respectful to every individual's feelings, perspective and contributions – even if you don't agree with them!

Building rapport with your participants goes a long way to ensuring your message is heard. As a facilitator you are acting as a catalyst for change. When you engage with your participants, the chances that the participants will consider change are much more likely. At this point in your training with the WIC program, you are well on your way to understanding the spirit of participant centered education.

In the PCE eLearning modules, you had the opportunity to experience how this looks and feels in an individual counseling session. You'll soon discover how these concepts are transferrable to the groups as well.

There are several elements of PCE that contribute to successful participant centered groups:

- ◆ Setting the agenda will allow participants to understand the purpose of the session and how long it will last.

- ◆ Set the stage for learning by creating a comfortable, welcoming atmosphere.

- ◆ Use your active listening skills to encourage participation and persuade participants to share their experiences.

- ◆ Exhibit an open and inviting attitude. Provide positive feedback and emphasize the benefits of change. When you are excited about the material you're presenting, it is much more likely that your participants will be excited too. Generally, what you are expecting (in attitudes from your participants) is what you will get. They will reflect back to you what you project.

Share accurate, evidence-based information

You represent the WIC program when you facilitate a session. It is important that the information you share in a group session is correct and evidence-based. That means that what is shared must reflect the science that is the basis for the work that we do. While you may have different opinions or experiences of your own that contradict what WIC recommends, the group sessions that you are facilitating are not the place to explore or share them. Being familiar with WIC's recommendations and using reputable sources of information to support the content of your session is essential! Your WIC Nutritionist is an excellent resource for fact checking.

Guide the discussion & keep discussions on track

Participant centered groups are designed with a goal in mind. Your job is to guide the discussion so it achieves that goal. Although facilitated discussions may take many different directions, it is your job to keep the discussion on track. Group sessions can be social events,

and because of that, all kinds of things can be brought up that participants may get caught up in, everything from funny kid stories to mother-in-law complaints. It will be up to you to sort through those comments and to ensure that the discussion doesn't veer into areas that are completely unrelated to your session goal.

Maintain participant's safety

Due to the interactive nature of participant centered groups, sometimes something one participant says may make another participant uncomfortable. Unfortunately, learning stops when a person feels unsafe. By maintaining a positive learning environment, you will ensure that all participants in the group feel safe – safe to learn, safe to share. You will learn the skills needed for this in Chapter 2.

Practice Activity

1. Consider the participant centered skills that you have developed since working with WIC. Which of these will help you in your role as a facilitator?

Non-Verbal Communication

Non-verbal communication can be as telling as the words we use. Make eye contact, introduce yourself and SMILE!

People react strongly to what they see. Your facial expressions, clothes, posture, and gestures immediately make an impression on those in your group. If your nonverbal behaviors contradict your verbal message, people are more apt to believe and trust the nonverbal message.

Here are some tips for effective non-verbal communication:
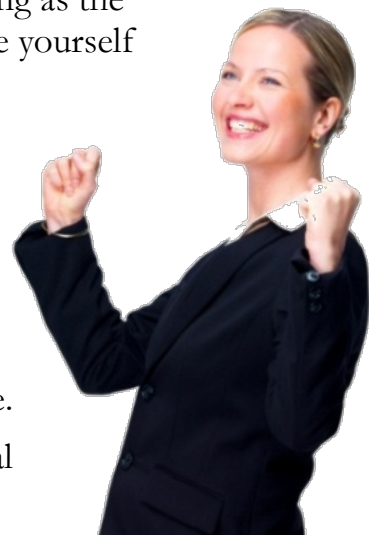
Body motion

Try to eliminate disruptive mannerisms that might detract from your message. Avoid fiddling with jewelry, twirling hair, chewing gum, waving your hands, or pacing back and forth. Instead, use planned gestures and facial expressions for emphasis and to attract attention if minds start to wander. Sitting with arms and legs crossed can make you appear closed off to your group. Appearing relaxed and at ease can make your group feel more relaxed too.

Eye Contact

Eye contact will hold your listeners' interest, and it provides essential feedback so that you know if a listener is confused, distracted, etc. Try to maintain eye contact for at least 75% of the time!

Note

Did you know looking down may indicate questions or doubts and looking up and away indicates consideration and learning? Sometimes when people are thinking about what you are saying they may look down instead of at you, and in different cultures, eye contact may be used and viewed differently. Do not expect eye contact from your entire group all of the time. A listener may be shy and not make eye contact with you. So don't get discouraged! Even if eye contact varies, you will know you are successful when you see smiles, conversation, laughter, and questions being asked.

Dress

Participants form an impression of you based on your dress and appearance. While you don't need to wear expensive clothes, your attire should be neat and appropriate for a WIC office.

Use of space

Sitting within the circle or even at the front of your group as opposed to standing behind a podium or a table will bring you closer to your participants and give the impression of friendliness and warmth. If your group is getting out of hand (unrelated chatter,

children getting noisy) stand up to get their attention and give yourself more of a presence.

Verbal Communication Skills

Developing your communication skills will assist you in being an effective facilitator. The words you use impact the group. Speak conversationally and be inclusive. Limit jargon and technical terms that might alienate or confuse the listener. Keep things simple and direct.

Vocal characteristics

Speak with volume and clarity that conveys both content and meaning. Assure that you can be heard and understood by the group. Aim for a conversational rate of speaking, not too fast to be understood, or so slow that your group loses interest. Speak loud enough that you can be heard. Do you know that most people speak at a higher pitch when talking to a group? A lower pitch carries more authority. The habit of unplanned vocalizations, such as "you know", "uh", "um", and "ok" cause listeners to think that you are uneasy or uninformed. Changing the rate, volume, and pitch of your speech can keep your audience interested or emphasize certain key concepts. The way you project your voice can also help or hinder participants' interest in what you have to say.

Practice Activity

1. Assess your communication style. Practice a portion of a session presentation in front of a mirror, in front of colleagues, or have someone record you. This will give you the opportunity to see how you are communicating both verbally and non-verbally.

2. What are some common WIC jargon words used by staff that participants may not know? List them below and for each word try to come up with another word you could say instead.

Involve the Learners

The energy you bring, the words you use and your body language all go a long way in encouraging group discussion. When you include activities that reflect "real-life" situations that address different learning styles, you're more likely to have participants involved. This will make the group more fun for all. Information about learning styles and additional skills and strategies for engaging participants will be presented in Chapter 2 of this module.

Having Fun

Facilitators can easily find themselves in a situation where they are taking themselves far too seriously, leaping quickly into "heavy content". Humor, when used appropriately, can be an effective way to put participants and yourself at ease and to incorporate fun into the group session. You don't need to tell jokes to use humor. The WIC population is one of families – mothers, fathers and children. Often the events of everyday life with children provide a wealth of amusing situations to which many participants can relate. Collect funny stories from your own experiences or from the lives of others. Use them judiciously to make an illustration or incorporate elements into a case study. Be mindful not to make fun of anyone, so if you use someone else's story, don't identify them in any way.

Examples:

For a group of women considering breastfeeding, you might use the following:

Picture this:

You are trying to get ready to come to your WIC appointment. You were up every 3 hours last night. Between spitting up and changing diapers, you've already had to change the baby's clothes twice this morning (and your clothes once!). You're in the process of trying to get the diaper bag ready; you've got diapers and wipes, another change of clothes, an extra blanket, the immunization record and birth certificate and pay stubs that you'll use at the WIC office. The bag is full and you'll feel like a weight lifter packing it around...and then you think about feeding the baby while you are out and about. Is there room for bottles and formula? No problem! You are breastfeeding! You have everything you need. Even though life with a new baby can be chaotic, the convenience of breastfeeding simplifies feeding and that can be very reassuring when you've had a morning like this...

For a group on finger feeding, you might use a situation like the following:

You have just put your little darling in the high chair with some lovely pieces of ripe banana and the ever-popular Cheerios. She's doing great with her finger feeding and it is with a sense of pride that you go to the sink to fill her cup with water. When you turn around...she is wearing the banana in her hair while launching the Cheerios into the air! And while fruit is an amazing fashion statement, you are profoundly glad that children are washable and that your dog likes to eat Cheerios off of the floor. How quickly children can move from seeing food as food to seeing food as fun! Let's talk some more about encouraging self feeding and enjoying food together...

Humor can also make a difficult situation a little easier to get through. If something goes wrong with your preparation (and it will!), instead of apologizing profusely or letting it "rattle you", make light of the situation and carry on as best you can.   For example, midway in the presentation, the DVD won't work, even though you tested it before the group session. You might respond to the situation by saying, "Well, I am sorry about the DVD not working. It looks like the gremlins are at work here. Let's move on to another activity while we wait for someone to fix it and then we'll come back to the video." If the DVD just refuses to work, you may replace that activity with another, skip it if it isn't essential, or tell the story of the video as vividly as you can and use this description as the basis for further activity or discussion.

Be Prepared and Organized

As the facilitator, you will be expected to complete the appropriate training modules and review any relevant background information prior to facilitating a given group. It is also expected that you would review and practice the session guide. Practice will help you feel more comfortable with the material and the flow of a group, which will help you be more relaxed and less dependent on your notes. Do not hesitate to give yourself positive affirmations to build confidence, such as: "I know this material"; "I have interesting information to share"; "I am going to have fun with the material and participants in this group."

In addition, the facilitator gathers the materials needed for the group and is responsible for setting up the room where the group will take place. In Chapter 2 you will establish a foundation of knowledge that will assist you in understanding how adults learn and how you can create an engaging learning environment.

Summary

Facilitators play an essential role in the success of any session. They set the tone and provide the structure for the group. The facilitator's ability to prepare effectively, to use strong communication skills and demonstrate the spirit of participant

centered education will go a long way in assuring a positive learning experience for everyone involved in the group.

☑ *Skill Check*

1. Describe one difference in the nutrition education approach of a teacher compared to a facilitator.

2. List three facilitator responsibilities for a successful group session:

3. Identify one thing you can do to enhance your facilitation in the following areas:

   Non-verbal communication:

   Verbal communication:

   Having fun:

   Be prepared & organzed:

Lesson Level: 2

1–4   Types of Groups

Objectives

After completing this lesson, you will be able to:

♦ Describe the different types of groups used to provide nutrition education in WIC programs across the state.

♦ Identify the types of group education offered at your agency.

♦ Compare and contrast the advantages of different types of group education.

Overview

Regardless of the types of groups offered at your agency, there are standards you are expected to meet in order to ensure your groups successfully accomplish WIC's nutrition education goals.

Group nutrition education must:

♦ Be provided by qualified staff.

♦ Be relevant to participants' category, interests, and needs.

♦ 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 and interactive.

♦ Meet the language and cultural preference of participants.

♦ Consist of accurate and current information.

♦ Address participants' stated questions and concerns.

Participant centered groups combine all of these elements in an interactive form of learner focused education where participants have the opportunity to discuss topics and share their questions and knowledge with other participants in the group.

Groups in Your Agency: One Size Doesn't Fit All

One size doesn't fit all. All types of groups have benefits and limitations. Group sessions can take on several different forms. It will be up to you to find a good fit depending on the content to be covered, the number of participants who will attend the group, the facilitator's knowledge and skills and the physical setting. Your WIC program selects their group education offerings with these factors in mind and there is an element of trial and error during this process. The hope is to find a combination of options that match the needs of your WIC population with the resources your agency has to support them.

Facilitated Group Discussion

Facilitated group discussion is an interactive form of learner centered education where the participants share their questions and knowledge with other

group members. This is a traditional format for group sessions where participants gather to discuss a specific topic with the assistance of a facilitator.

Example:

Session Title: Bringing Home Baby - Pregnant participants get to share their thoughts and experiences about becoming a parent and WIC staff share information about interpreting infant cues to help get parenting off to a good start.

Benefits

♦ Focuses on the participants' needs

♦ Works well for many different topics

♦ Can be organized as a support group for particular interests or needs

♦ Establishes relationships between participants

♦ Gives participants opportunity to learn from one another

♦ Gives every participant an opportunity to participate in the discussion

♦ Best for groups of 3-20 participants

Limitations

♦ Requires adequate space for arranging the room in a manner that fosters interaction.

♦ Requires careful planning so that sessions are offered in locations and at times that are convenient and accessible for participants.

♦ Requires appropriate marketing so that individuals are invited to attend groups that fit their interests.

♦ Requires a trained facilitator with PCE skills and subject matter expertise.

Health Fairs/Activity Stations

Scheduling a group of participants together for their second nutrition education doesn't necessarily make it a group. Large group education events, such as health fairs, are scheduled events where multiple activities are offered at a variety of stations and may simply draw upon your individual participant centered skills, unless participants are organized into mini groups. WIC participants are generally allowed to self-select the booths, tables or stations that they will visit and activities in which they will participate. 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.

Example:

Session Title: Health 4 U - A variety of activity stations are set up for participants and their families. Topics could include: Taking care of your teeth, Food Safety, Cooking with Whole Grains, Screen Time, and Making Smoothies. Staff provide guidance by engaging participants in relevant learning activities for the various topics and by letting participants know that they are available to answer any questions.

Benefits

♦ 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.

Limitations

♦ 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.

Child-Centered Approach

This is an approach which focuses on the child as the learner. It can be utilized in a small group setting or as one activity in a large group health fair. Examples include activities in which children learn together, such as: listening to an adult read a nutrition picture book, playing a food related game, engaging in physical activity, singing songs about fruits and vegetables, doing an art project about food or preparing a simple recipe.

> Example:
>
> Session Title: <u>Story Time</u> - WIC staff read an age appropriate children's book about food such as "The Carrot Seed" to the group. The children are encouraged to draw a picture of their favorite fruit and/or vegetable.

Benefits

♦ Reduces the need for childcare, as children are the focus of the learning activity.

♦ Reduces potential distraction of parents/caretakers by children who are bored in adult oriented groups.

♦ Staff model parenting skills and activities that parents/caretakers can do at home with their children.

♦ Parents enjoy watching their children have fun.

Limitations

♦ Children can be unpredictable in their interactions with other children and the facilitator.

♦ Session guide development can be difficult when children attending session are at different developmental stages.

Family-Centered Approach

This is an approach in which the family (parents/caretakers and children) participate in activities and learn together. It can be utilized in a small group setting or as part of a large group health fair. Examples include: reading a nutrition book together, planting a container garden, dancing or exercising to songs about fruits

and vegetables, completing an art project about being healthy, or preparing a snack or simple recipe.

Example:

Session Title: <u>Making Mealtime Memories</u> - Parents get to share their ideas and experiences with family meals. Families get to practice setting the table and then enjoy a tea party together. WIC staff offers information about how family meals impact the health and well-being of the entire family.

Benefits

♦ Bonding opportunity for parent and child

♦ Reduces the need for childcare as children are engaged in activities

♦ Parents and children have fun together

♦ Parents/caretakers practice activities that they can do at home with their children

♦ Parents provide oversight of their children during the activities

Limitations

♦ Children can be unpredictable in their interactions with parents

♦ Session guide development can be difficult when children attending session are at different developmental stages

♦ Parents interactions with their children may not always be as positive as desired

Guest Speakers

This is an approach in which a person who has experience with a particular topic, such as a representative from a community agency, presents information. They may present to a small group or as part of a large group health fair.

Example:

Session Title: Growing Vegetable Soup - A Community Master Gardener shares information on growing vegetables in a container and WIC staff offer vegetable soup recipes and samples of different vegetables for taste testing.

Benefits

♦ May personalize the topic

♦ Provides another viewpoint

♦ Offers credible expertise

♦ Provide exposure to community resources or options

♦ Expands local agency staffing options for group sessions

Limitations

♦ Guest may not be skilled in PCE

♦ Participants may not relate to the speaker

♦ Scheduling

♦ Content may not always follow WIC recommendations

♦ Local agency staff is needed to moderate the session

♦ Presentation may not be well organized

♦ Limited opportunity for interaction

♦ May not provide opportunity for learners to develop skills

Note

When using guest speakers, WIC staff need to review material with speaker prior to session.

⇨ *Practice Activity*

1. List the type of groups that your agency offers. If you are unsure, ask your Training Supervisor.

2. What do you see as the benefits or limitations of the groups offered by your agency?

    Benefits:

    Limitations:

3. Interview a group facilitator and your training supervisor to find out why your agency chooses to offer the group options that you have identified.

4. What types of groups are you interested in facilitating?

Summary

There are many ways group education can be implemented. All types of groups offer some benefits and some limitations. It will be up to your agency to determine how best to meet the needs of your participants while accounting for the resources available at your site.

☑ *Skill Check – Self Evaluation*

1. Describe the following types of group education:

   Facilitated Group Discussion:

   Health Fairs/Activity Stations:

2. List two benefits and two limitations of the following types of group education in your agency:

   Facilitated Group Discussion:

   Health Fairs/Activity Stations:

   Child-Centered Approach:

   Family-Centered Approach:

   Guest Speakers:

Lesson Level: 2

Review Activity

With Your Training Supervisor

1. Discuss your questions about Chapter 1.

2. Check your answers to the written *Practice Activities* and *Skill Checks*.

3. Talk about *the Oregon WIC Nutrition Education Philosophy Statement* and discuss how this philosophy compares to your own. Share any questions or insights you have regarding this document.

4. Review the levels of involvement table completed in Lesson 1-2 to ensure you know who is responsible for all these roles at your agency.

5. Discuss who (if anyone) from your agency participates in the NEWS Google Group and determine if this would be an appropriate fit for you. If so, use the instructions outlined on the *Job Aid: Oregon Nutrition Education WIC Support (NEWS) Google Group* to register.

6. Discuss the *Job Aid: Comparison of Nutrition Education Approaches in WIC.* Share what your experiences with the teacher centered and participant centered approaches to instruction and which you feel would are most effective.

7. Review the content and design of your agency's Second Nutrition Education options. Discuss why your agency chose to offer those options.

Facilitating Groups

Chapter 2

Contents

Lesson Level: 2

2-1 Facilitator Knowledge

Objectives

After completing this lesson, you will be able to:

◆ Describe the role of a subject matter expert.

◆ List the basic concepts of adult learning theory (RISE).

◆ Identify four different learning styles that influence learning.

◆ Describe the Stages of Change theory.

Overview

Successful group facilitators have expertise in two main areas: the subject matter being covered during the group session and knowledge of how people learn best. In this chapter, you will discover what you need to know about the learner in order to facilitate a group effectively. The focus will be on adult learning theory since parents of young children are traditionally the target audience of WIC group sessions.

Subject Matter Experts

Subject matter experts (SMEs) are individuals with specific knowledge of the material being presented. They understand the

subject matter or content area that the session will cover so that they can interpret and accurately answer questions on the subject. For example, a SME will have knowledge of breastfeeding if facilitating a breastfeeding group, knowledge of infant nutrition if facilitating an infant feeding group. A SME is familiar with resources that can be utilized to stay current on information in their area of expertise and they know how to access these resources to answer questions that arise.

A facilitator who is a SME, will know the material well enough that they can speak from an outline, instead of reading or memorizing the information. In other words, they know what to say, but wait until the actual presentation to choose the exact words. This allows them to adapt to the needs and interests of the group and to stay engaged with the group, rather than reading the material word for word.

➡ *Practice Activity*

1. Identify a group facilitator in your agency and interview them. Ask them about their areas of expertise, how they achieved this level of knowledge and how they prepare for facilitating groups.

2. In the space below, record the topics you might facilitate.

3. What information would you need for these subjects?

4. Identify the location where your agency keeps resources such as Life Cycle training modules and other reference materials.

How Adults Learn

Adults learn differently from children. They have life experiences to draw upon and do not want to be told what to do. In WIC, we want to be sure to treat adults as adults and not as children being taught in school.

Adult learners bring unique life experiences to each learning interaction and learn best when information presented is meaningful, engaging and presented in a respectful and safe environment. The acronym **RISE** represents this approach and captures important insights about adult learning theory.

Respectful

- Adults want to feel important and valued.

- Adults want to feel respected for who they are, where they have been, and what they know how to do.

- Adults want to connect the information currently available with what they have done in the past.

- Adults want to be treated as equals and allowed to voice their opinions freely, within reason, and be active participants in the learning process.

- Adults do not want to be judged or "tested" about having right answers.

Immediately meaningful

◆ Adults want to feel what they are learning is helpful in their own lives right now, that it is something they can take back and use right away.

◆ Adults want to self-discover how the information relates to their life and how it helps them meet their goals now or in the near future.

◆ Adults are practical and best relate to something that is immediately meaningful.

◆ Adults value their time and want to be sure that time invested in a group session is time well spent.

Safe

◆ Adults need a positive, encouraging environment in order to feel comfortable, confident and willing to jump in.

◆ Adults need to trust the learning environment, facilitator, group session design, and objectives.

Engaging

◆ Adults need to be involved, and participate in their learning in a manner that meets their learning style.

◆ Adults learn best when they talk to others about their experiences and relate these experiences to the learning process.

⇨ *Practice Activity*

1. Think about how you learn. Which of the **RISE** elements is most meaningful to you?

Learning Styles

Many factors affect how, when or what a participant learns. A participant's motivation level, the time of day, the age of their child, and the factors of everyday living all influence a learner.

In addition, each of us learns through a combination of learning styles: auditory, visual, kinesthetic or reading. Although most people prefer one of the four styles, if only one learning style is used in a session, many learners will not absorb the information offered. In other words, you can help participants learn by including activities from each learning style in every group.

Using a variety of teaching methods helps everyone retain information better. People more often remember what they learn when they practice or use their learning rather than when they only read or hear information. Interacting with the information, practicing new behaviors, and sharing what you learn with a person in a group are all ways to help us remember and apply what we have learned.

Auditory

Auditory learners learn best by listening, they "hear" what they learn. They respond to speech such as lecture or audio recordings, music and rhythm, rhymes or word plays. They prefer to discuss ideas and will retain things they say or repeat in a group session.

Auditory learners:

◆ Learn through hearing

◆ Like to listen to debates, podcasts, lectures, discussion and verbal instructions

◆ Enjoy listening to music

◆ Give verbal directions (go one block and turn left)

◆ Remember names, recall facts, have big vocabulary

◆ Reveal emotions through verbal language and change in tone

◆ Respond better when hearing information rather than reading information

◆ Relate to phrase "I hear what you mean"

Visual

Visual learners learn best when they see something or can look at what they are learning. They like to see photos, models, maps, graphs, etc. They want written materials with pictures and handouts. They respond well to film, videos, demonstrations and charts. Vivid descriptions that include color, size and relationships to other objects help them "see" the information in their mind.

Visual learners:

◆ Learn through seeing

◆ Like to see pictures or diagrams

◆ Like watching demonstrations and videos

◆ Give directions by drawing a map

◆ Enjoy watching television, going to movies

◆ Remember people by sight, do not forget faces

◆ Reveal emotions through facial expressions and good eye contact

◆ Recalls things they have seen

◆ Prefer to be shown rather than told

◆ Relate to phrase "I see what you mean"

Kinesthetic

Kinesthetic learners learn best when they can do something, they want to "touch or feel" what they learn. They do best with "hands on" activities such as participating in a demonstration, writing a response, role playing or putting together a puzzle or a model.

Incorporating a movement such as standing up, changing chairs, raising hands, or holding up cards etc. will encourage learning.

Kinesthetic learners:

◆ Learn through physical activities and through direct involvement

◆ Like to be "hands-on", moving, touching, and experience things first hand

◆ Give directions by leading the way

◆ Enjoy active pursuits such as walking, running, hiking, dancing, and biking

◆ Remember things that happen

◆ Reveal emotions through body language

◆ Learn well by touching and exploring objects

◆ Feel when something is right; rely on gut feeling

Reading

These learners learn best by reading. They prefer that information be written down. Offering handouts, outlines, written instructions or materials to take notes on will enhance their learning experience. Documenting highlights of group discussions on flip charts or dry erase boards will encourage learning for readers.

Readers:

◆ Learn through reading

◆ Like to have clear, written information and instructions

◆ Like to read books and magazines

- Give directions by writing out instructions

- Remember things they have read

- Prefer reading independently rather than being read to

- Read instructions before beginning a project ; follow recipes closely

- Trust information that is written more than what is heard

- Often seek out additional information on the internet or from some other written source

The following example highlights how an activity could combine the various learning styles. This would be appropriate for a lesson on healthy snacks in which each participant was provided a box of raisins.

> I'd like to talk with you about raisins (Auditory).
>
> They are a nutritious snack. You can see that these are dark raisins that are packaged in a convenient box (Visual).
>
> Take a taste (Kinesthetic).
>
> How would you describe the flavor and texture? They taste good, sweet and chewy. When you look at the label, you see that they are a good source of fiber, are low sodium, fat free, and a good source of quick energy (Read). All of these elements make raisins a good choice for snack time.
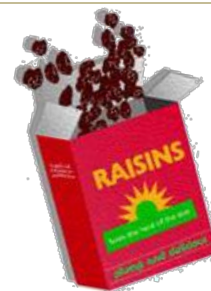
⇨ *Practice Activity*

1. What is your preferred learning style?

2. What makes something engaging for you?

3. Observe a group session at your agency. What learning styles were addressed by the activities in the session?

4. How effective were the activities for getting the message across to learners with different learning styles?

Stages of Change

Research has shown that people need more than knowledge to make behavior changes, but determining exactly what will motivate people to change or identifying when they are ready to change can be difficult.

The Stages of Change Theory describes the gradual process individuals go through when making behavior change. This process includes going through a series of stages. There are five stages that an individual goes through when making a behavior change. Although group session design can not address each individual's readiness to change, each individual's readiness can impact the group dynamics.

Recognizing readiness or motivation to change within a group will take careful listening and observation on your part. When many people within the group are at a similar stage, you can tailor your presentation to fit that audience.

Pre-Contemplation

♦ Not ready, unaware, or not interested in changing.

♦ May have tried to change before and failed; Might be discouraged or afraid to try again.

♦ Sometimes characterized as resistant or unmotivated.

In a group, pre-contemplative individuals might present as quiet, withdrawn, disinterested or uninvolved. They would rarely ask questions or make comments and if they did, the interaction might be negative as they resist the idea or action.

Contemplation

♦ Interested in changing but not ready to commit.

♦ Aware of the reasons to change and the reasons to stay the same.

♦ May stay in this stage a long time.

♦ Sometimes characterized as ambivalent.

In a group, contemplative individuals might show some interest by paying attention but contributing little. The questions they ask might be generally non specific as if getting an overview of the subject.

Preparation

♦ Getting ready to change.

♦ Wants to change but not sure they can.

♦ May have a plan for how they will change.

In a group, individuals in the preparation stage might ask clarifying questions and be interested in hearing what everyone has to say on the subject. They may make good eye contact with the facilitator and other group members; have a positive tone of voice and an eager, attentive demeanor.

Action

◆ Ready to change and is trying to take steps toward actually making changes.

◆ Needs practice to make change permanent.

◆ High risk of relapse to old behaviors during difficult situations.

In a group, individuals ready for action will often contribute information about their experiences and are willing to share their insights. They often speak with enthusiasm and participate fully in the discussion.

Maintenance

◆ Has successfully made change and has sustained the new behavior for over six months.

◆ Works on preventing relapse.

In a group, individuals in the maintenance stage will often provide great support and encouragment to others. They may be able to offer suggestions about how they have incorporated this change successfully into their lives.

Groups consist of individuals from various stages of change. You don't have to worry about identifying a specific stage of change for each participant, but having knowledge about these will help you understand where your participants are coming from.

⇨ ### *Practice Activity*

1. Observe a group session and watch the interactions for clues to the stages of change. Which stages of change did you observe?

2. How ready were these individuals to make a change?

3. How ready are you to change how you facilitate groups?

4. What stage of change are you in right now?

Moving Beyond Knowledge to Behavior Change

Adults are more likely to move toward behavior change or take action on what they have learned if they are actively involved and can draw on their experience. Designing nutrition education that goes beyond knowledge involves addressing what motivates and supports adults to make healthy lifestyle choices.

Enhancing Motivation: "Why to" Change

In order to make changes, we need to be motivated. Most of us ask ourselves "why should I change" before seriously considering a change. Facilitators who incorporate motivational educational strategies into a session are more likely to encourage behavior change. While there is no magic formula for what will motivate someone toward healthier behavior, most of us respond more when feelings and attitudes are involved versus focusing only on facts and information. Overall, enhancing motivation in our participants involves helping adult learners figure out a reason to change that is relevant and meaningful to them.

Here are several keys to motivating participants:

◆ Explore feelings, attitudes and beliefs about behaviors

◆ Increase participant awareness about behaviors through self-assessment activities such as food checklists or activity records

◆ Explore pros and cons of behaviors to help participants resolve ambivalence about trying a new behavior

◆ Address social norms by discussing the impact of peers and media on behavior choices

◆ Provide opportunities for participants to think about perceived benefits and barriers for behaviors

◆ Help participants overcome barriers and increase self confidence to make a change

Providing Information and Skills for Action: "How to" Change

In addition to motivation, or "why to" change, people also need information and skills to take action. Once someone decides to make a change, they may need specific information about the steps they can take to be successful. In nutrition education, this will likely involve addressing food and nutrition specific knowledge and skills.

Here are activities that may help participants gain skills:

◆ Discuss relevant nutrition-related information

◆ Develop techniques for food preparation and cooking

◆ Practice critical thinking skills to make healthy choices

◆ Set realistic goals

◆ Identify small steps toward making a change

Creating a Support System for Change

Support is crucial for making and sustaining behavior change. Support may come in the form of social support from friends and family or environmental support that facilitates healthy lifestyle choices.

By creating opportunities for participants to discuss experiences during group sessions, you can help build social support among participants. By linking participants to appropriate referrals, WIC also serves a valuable role in connecting WIC participants with resources for assistance and support.

For example, in a breastfeeding group supporting prenatal moms, participants could share ideas about their birth plan that will support establishing a good milk supply. Hearing from other moms would generate ideas to help get breastfeeding off to a good start. If available, the facilitator could highlight WIC's Breastfeeding Peer Counseling Program and could also offer referral information to other lactation consultants in the community.

Practice Activity

1. Jot down why you are motivated to facilitate groups.

Summary

Facilitators are experts on their subject matter and have completed all appropriate WIC training modules. Facilitators are familiar with the resources available in their agency and are able to check facts as

necessary. In addition, faciliators are well versed in adult learning theory. Their group sessions are presented in a manner that is meaningful and engaging to the adult learner.

The most common learning style is visual. Our culture reflects this with the abundance of TV, movies, and written information. Often the auditory and kinesthetic learner is left out. Lecturing reaches primarily the auditory learner. Using a variety of teaching methods addresses different learning styles and helps participants remember the information and be able to adopt new behaviors.

Recognizing signs of the stages of change for the individuals in a group can help the facilitator adapt their session to be effective for each group.

☑ *Skill Check – Self Evaluation*

1. What does the acronym RISE stand for?

   R

   I

   S

   E

2. What are the four learning styles?

3. Below are ways to help moms participating in a breastfeeding group learn how to hold their babies. Identify the learning style associated with each learning activity:

Describe different ways to hold a baby while breastfeeding.

Use a doll and show the different ways to hold a baby while breastfeeding.

Pass the doll around and let each mom hold the baby and position it for breastfeeding.

Show a video that shows other moms holding their babies in various breastfeeding positions.

Let moms read a pamphlet that shows the different breastfeeding positions.

Ask moms who have breastfed babies to talk about their experiences.

4. Summarize what the Stages of Change theory describes.

Lesson Level: 2

2–2 Facilitator Skills

Items Needed

- ♦ *Group Observation Guide*

- ♦ *Resource Cards: Oregon WIC Listens OARS*

Objectives

After completing this lesson, you will be able to:

- ♦ Describe how the PCE skills used in individual counseling can be effectively used in group activities.

- ♦ Utilize an observation tool to analyze a demonstration of a participant centered group session outline.

- ♦ Identify characteristics of a positive learning environment for groups.

- ♦ Assure facilitator and participant safety in a group setting.

- ♦ List two methods for encouraging participant involvement in a group.

Overview

The skills described in this lesson will make your job as a facilitator easier. These skills will help you to exhibit an open and inviting attitude and to create a comfortable physical environment for all participants. Consistent use of these skills will increase your confidence and competence in leading groups while building rapport and credibility with your audience.

In time, you will find that you will be able to incorporate these skills into *every* group you facilitate. Being an effective facilitator takes practice. With increased experience, your skills as a facilitator will continue to blossom. Be kind to yourself and enjoy the journey.

Participant centered education (PCE) skills

Facilitators of participant centered groups use the skills learned in the Participant Centered Education modules when facilitating in the group setting.

1. **Spirit of PCE**

   This is the foundation of all group encounters. Establishing an atmosphere of acceptance will encourage participation and help promote learning. Demonstrating the spirit of participant centered education builds trust between you as the facilitator and your group members. Characteristics of this spirit are illustrated through the **CARING** acronym:

   Collaborative

   Accepting

   Respectful

   Involved

   Non- judgmental

   Genuine

2. **Opening the conversation in PCE style**

You learned in Chapter 2-1 that adults learn best when information is presented in a respectful, immediately meaningful, safe and engaging manner (RISE). Opening the conversation in a PCE style addresses the elements of RISE:

♦ **Respectful:**   Show respect to the audience by greeting the group warmly and introducing yourself and your role. Acknowledge your appreciation for their attendance at the session. Be considerate of the participant's time commitment by establishing a time frame for the session in the opening moments of the conversation and be sure to adhere to the time allotted for the group session. Ask for permission to proceed when your introduction is complete.

♦ **Immediately meaningful**:   Set the stage for the session in a way that will be meaningful to your audience. Share what you hope to accomplish during your time together, highlight key aspects of the session agenda and describe the session topic. Help participants see how this group is relevant to them and their lives.

♦ **Safe**:   Establish a safe environment that is respectful of others, promotes trust and provides opportunities for everyone to share and ask questions.

♦ **Engaging**:   Engage the audience by beginning the session with a warm-up activity. This opening activity will encourage participation from all group members and be related to the session topic in order to focus the following conversations.

3. **Active listening**

You can support effective communication during group sessions through active listening. When participants feel heard, they are more likely to move in a direction towards positive change. Resistance to change is reduced when an individual feels accurately understood. Active listening is characterized by:

Presence:

Listen with undivided attention, stay in the moment. This has powerful results even during group encounters.

Acceptance:

Even when you do not agree, strive for compassionate neutrality. Being non- judgmental allows the individual to make their own choices without pressure, they feel free to consider change rather than needing to defend against it.

Curiosity:

Listen with interest and delight; it is a privilege to hear another person's story. Verbal encouragers such as "I see, go on, oh, really, right, wow, what else, tell me more" can be used to keep the group talking.

Silence:

A powerful tool! Wait at least 5 seconds after asking a question before moving on; always allow time for a response. Group dynamics will compel participation in order to avoid an awkward quiet space.

4. **OARS**

The OARS acronym represents the skills that are the basis for PCE. Utilizing these skills during groups will keep conversations moving and will help to minimize problems among participants.

Open-ended questions:

♦ Open-ended questions are asked without expectation of a set, correct answer. Embracing the spirit of PCE will help you to be open and accepting of the responses received. If you frame questions around participants' experiences or opinions instead of specific facts or figures you will avoid having to "correct" misinformation. Hearing the responses of other group members encourages participants to consider their own ideas and reactions to the information being shared.

The following open-ended questions will help you to:

♦ Determine the needs, knowledge level, and interests of the group -

  ◇ What questions do you have about…?

  ◇ What do you want to be sure that we cover today…?

  ◇ How do you feel about…?

  ◇ Thinking about…, what have you tried?

♦ Guide the discussion by eliciting ideas and information from the participants-

  ◇ What have you heard about…?

  ◇ What do you know about…?

  ◇ What has worked for you?

  ◇ What else?

♦ Focus on what participants think or what they would do in a specific situation -

  ◇ What do you think about…?

  ◇ What would you recommend…?

  ◇ What would you like to see happen?

  ◇ What is the best/worst thing that would happen if…?

  ◇ Why do you think…would work/not work?

♦ Invite participants to draw on their own life experiences -

  ◇ What experience have you had with…?

  ◇ How does this compare to your experience?

  ◇ What have you been doing to …?

  ◇ If you could…, what would it look like?

  ◇ Tell us more about…

♦ Encourage dialogue by supporting reflection and critical thinking -

  ◇ What would happen if…?

◇ What would be the ideal outcome of…?

◇ What concerns you most about…?

◇ How important is it to…?

◇ What would it look like if…?

Affirmations:

Affirmations show appreciation and respect. When you affirm participants it helps to build rapport and to increase feelings of safety among the group. Affirmations help to reinforce and acknowledge participants' contributions by focusing on the strengths, abilities or efforts of the whole group or the individual participant. Always affirm without judging right or wrong; avoid affirming correct answers simply because they are correct. After all, what is "correct" for one could be seen as "incorrect" for others.

Here are some examples of affirmations you can incorporate into your groups:

♦ I appreciate your viewpoint…

♦ Thank you for sharing that…

♦ I have learned a lot from you today…

♦ It's great that you brought that up…

♦ You have done a lot of thinking about…

♦ I've heard that from other moms…

♦ I'm glad you are all part of the group this morning…

Reflections:

These statements let the group know that you have been listening and help to check understanding of what is being said and the emotion behind it.

The following reflections will help you to:

♦ Acknowledge strong emotions (positive or negative) to normalize the participant's response and increase the comfort of the group

◇ This subject makes you feel excited/anxious…

◇ Sounds like that really worked/didn't work for you…

♦ Acknowledge emotion in order to diffuse a disruptive situation

◇ You are concerned about…

♦ Invite further exploration of a topic

◇ You seem curious about…

♦ Recognize what is happening in the group

◇ Sounds like there is some confusion about…

◇ I'm hearing some differences of opinion about…

♦ Choose what to reflect in order to guide or direct the conversation

◇ That aspect of this conversation is really intriguing…

◇ It seems like there is energy around exploring…

♦ Use as a bridge from one topic to another

◇ We've had an interesting discussion about this, I wonder what it would look like if…

Summaries:

Brief, concise summaries can focus attention on areas that are especially relevant to the group. Think of this as giving the participant a bouquet of flowers, with each flower representing a key concept or idea that was discussed by the group. This will confirm understanding of what was said and ensure that accurate information is heard by the group. Summaries help promote a sense of accomplishment by emphasizing positive outcomes, keep discussions on track and provide a nice transition from one topic to the next. Summaries also bring closure to the session.

5. **Closing the session in a PCE style**

Bringing closure to the group session provides a sense of completion for the participants. It conveys the significance of what has been covered during the session and emphasizes how important their contributions were to the positive outcome of the group.

Include the following in your closing statements:

♦ Summarize the ideas and information covered during the session.

♦ Invite participants to reflect on what they have learned and encourage a move toward action

♦ Express confidence in the participants' abilities to achieve their goals

♦ Thank everyone for participating

♦ Allow opportunity for feedback or evaluation of the session (how to evaluate will be discussed in Chapter 3.)

Example from an infant cues group:

Being a new parent is an exciting time. We've talked about the different ways babies communicate and how they use their bodies and make noises to let us know what they want. We know all babies cry for various reasons; however crying is not an early sign of hunger. Recognizing and responding to your baby's cues will hopefully make both of you happier. What other questions do you have about baby cues? Take a few moments and share with a partner how you might use some of the things we talked about today. I appreciate all the ideas you have shared during our discussion today. You will be the one who knows your baby best and I am confident each of you will be great at recognizing your baby's behavior cues and knowing what your baby needs."

⇨ *Practice Activity*

1. Look for OARS in Action! Using the *Group Observation Guide* observe a group session and document examples of OARS skills using the group observation guide.

2. Review the OARS in the *Resource Cards: Participant Centered Groups* that were included with this module.

Creating a Safe Environment for Learning

Adults learn best in a comfortable and safe environment that is free of distractions. It takes skill to create and maintain this environment where both the physical and emotional needs of the participants can be met. Adult learners have pride and don't want to look foolish. People that come to your groups don't want to be criticized. Imagine that! Whenever someone offers an opinion or responds to a question, you will want to give some positive feedback, even if it is as minimal as a nod of your head. Affirm participation rather than the quality of the answer to a question. Excessive praise for one person and minimal praise for another can feel like a judgment.

You want to be thoughtful about how you phrase questions and conduct activities. If participants feel defensive, they won't feel safe enough to talk and that can quickly discourage participation. For example, if you ask fact based questions, the answer given will be right or wrong. If you ask about experiences, or likes/dislikes, and feelings, then there is no right or wrong answer and you will not be in the position of needing to correct someone in front of the group.

Many people do not like to role play or speak up in front of a group. Some will feel more comfortable sharing in pairs within the group. Participants may hesitate to fill out a quiz or form because of an inability to write or spell or concern about being graded. Assure participants that this is for their own personal use only. To further help participants feel comfortable, identify characteristics that the group has in common. We are all experts on our lives and our families and participants may be more willing to talk about themselves than other subjects in a group setting. Try asking questions related to the topic that participants can answer with their personal knowledge or experience.

Example:

For a prenatal nutrition group, ask each participant to tell her name; how far along she is in her pregnancy, how her pregnancy has affected her eating, or whether she has changed her diet since she's been pregnant. If you write the names and comments on the board, it emphasizes that each participant is important, and it will help you to remember their names and their needs during the group.

NOTE:

Provide an opportunity for everyone to participate, but don't feel that everyone has to speak. Participants may choose not to participate for many reasons. They may be shy, unaccustomed to participating in a group, feel like they have nothing to contribute or they may not feel well that day.

Some participants can learn just by observing and listening. Occasionally, you may have a whole group of participants who are quiet. Accept that this happens sometimes and don't feel that you have failed. The group may still find something useful in the session in spite of their lack of participation. Strategies for involving a quiet group will be discussed in the next lesson.

The spirit of participant centered education goes a long way in creating a safe learning environment. Encourage interaction, greet participants as they arrive and help them feel welcomed. Make yourself available at the end of the group to talk individually with participants.

Now, let's look in more detail at how you can help promote personal safety for your participants.

Personal Safety

Being part of a group can be uncomfortable for some participants who find group dynamics overwhelming. Planned safety strategies can decrease fears for everyone and increase the opportunity to learn together. The following ideas will help you as the faciliator create an environment where participants will feel safe to talk:

♦ Establishing ground rules for group interactions. Some group parameters might include:

◇ Listen as others speak

◇ Take turns

◇ There are no right or wrong answers

◇ Turn off cell phones or set them to vibrate; if it is absolutely necessary to answer a call or text, step outside the classroom

◇ Everyone will have the opportunity to share

◇ Everyone's comments will be welcomed

◇ Agreement with everything that is said is not expected or required

◇ Be respectful of others' opinions

◇ Confidentiality will be maintained

♦ Roll with resistance:

◇ Do not argue with different views

◇ Use reflections to show understanding when participants express concerns

◇ Clarify when confusion or misunderstanding is present

◇ Normalize the situation; "I've heard that before from other moms…"

♦ Offer reassurance:

◇ Recognize any issues that might impact the group dynamics

◇ Share your experience with the situation or subject matter

◇ Acknowledge if the setting is not ideal (too loud, hot or cold or crowded) and offer options for addressing these factors

⇨ *Practice Activity*

1. Describe three ways to make an environment a safe place to talk.

Summary

Adults are more likely to consider making changes when they feel comfortable in their surroundings, are actively involved in the educational process and have the opportunity to reflect on their own behavior. Effective participant centered groups include all of these characteristics.

Facilitator skills enhance the participant's group experience and help to promote adult learning. Facilitators can create an atmosphere conducive to learning by promoting participant centered education and by supporting a safe environment for the group.

☑ *Skill Check – Self Evaluation*

1. List the four OARS skills and describe one way each can be applied to a group session:

O

A

R

S

2. Identify three ground rules that you feel would be important to establish for a group to assure a safe environment for learning.

Lesson Level: 2

2–3 Facilitation Strategies

Items Needed

- ◆ *Group Observation Guide*

Objectives

After completing this lesson, you will be able to:

- ◆ Identify three common group challenges and describe one strategy for handling each situation.

- ◆ Describe two strategies for responding to resistance in a group setting.

Overview

In this lesson, you will hear about some of the challenges WIC staff from agencies across the state of Oregon have experienced as facilitators. You will also get insights in to how to apply your PCE skills to these situations.

You will feel more comfortable as a facilitator if you are prepared to handle whatever might happen during a group. Of course you never really know what might come up – a quiet group or a child having a temper tantrum.

Having a few tricks in your back pocket will help you feel confident in dealing with some of the common situations that arise during groups. Throughtout this lesson "Jenny"(pictured on the right) will provide you with insights on how you can put these strategies in action!

Consider this:

Your training supervisor describes to you the following challenging group session:

Bess is facilitating an "Introduction of Solids" session for new mothers. She begins with introductions but finds that it is difficult to get the participants involved in the conversation after that. Many of the women seem hesitant to talk as this is their first baby and the first WIC group that they have attended. One participant repeatedly asks how much longer the session will be. She says that she gets all of her information from her doctor so she doesn't need to be here except to get her benefits.

1. **What challenges do you notice about this group?**
2. **What ideas do you have to encourage participation for this group?**

Participation

Think about groups in which you have participated. What are some of the challenges you have witnessed? Sometimes groups are quiet and sometimes the attitudes or actions of others in the group influence how individuals feel about participating.

Involving a Quiet Group

Here are some strategies to consider when dealing with a quiet group:

- ◆ Identify any potential environmental reasons for non-participation (cold, dark, arrangement of chairs, crying child, etc) and resolve if possible.

- ◆ Lower your voice and sit down with the group making yourself more accessible and on an equal level with the group.

- ◆ Ask an open-ended question about a positive experience, especially related to their children. Consider rephrasing your open-ended question if needed.

- ◆ Hold the silence by counting slowly to 10, allowing up to 5 seconds of silence after asking each question to give participants an opportunity to think about their response.

- ◆ Consider a different activity, such as a pair share, to provide a safe way to start a conversation. (You'll learn more about learning activities, including pair share in Chapter 3).

Strategies in action:

During the introduction to solids group, the group is very quiet. They answer a few questions but seem hesitant to interact. The facilitator organizes a pair share activity and encourages each pair to talk about their knowledge and experience around introducing solids to infants. Afterwards, the participants share highlights of their conversations and the facilitator builds the remainder of the discussion around these highlights.

Responding to Resistance

Each participant comes with their own readiness to receive information. This can impact the group's dynamics. If you notice a participant appears resistant (quiet, verbally aggressive, etc.), don't worry; it is not your responsibility to change their attitude. No one wins when you get into a debate with an individual who is not ready to receive information.

Here are suggestions to consider when you encounter resistance:

◆ Practice "voice by choice" where individuals speak when they feel like it and are not "forced" to talk. Avoid prodding or pushing someone to speak if they clearly are reluctant to do so.

◆ Reflect the emotion you detect behind statements that are made that indicate resistance.

♦ Do not argue with a resistant participant. Refer back to the group for their experience or avoid the "righting reflex". The righting reflex is the desire to give the right answer or tell people what to do to fix the situation.

Strategies in action:

Participant: "I don't need to be here.
I know all about feeding my baby so this is a waste of my time."
Facilitator: "It sounds like you are frustrated about being here because you already have experience with infant feeding."
Participant: "Yeah."
Facilitator: "It is always helpful to hear from experienced parents so I am glad you are here. I will understand if you choose to leave but I hope you will stay and talk with us about how you fed your last baby."

Consider this:

**One of your coworkers, Clara, tells
you about a group she just facilitated:**

*Clara said everything was going well until the children who
had come with their mothers began to get fussy. They
were running around and when one mom tried to restrain
her child, he threw a tantrum. In addition, another
participant rushed into the room 10 minutes late. She
introduced herself and launched into a detailed
explanation of why she was late and what had happened at
her last WIC visit. When questions were asked, she jumped
in with rambling answers each time. About halfway through
the session, one dad answered his phone and proceeded to
carry on a conversation while seated with the group.*

1. What issues made this group a challenge for
   Clara?

2. How would you have handled
   these challenges?

Distractions

During a group session, there are a number of distractions that may
present themselves.

Disruptive Group Participants

A participant may become disruptive because he or she wants
attention or does not want to be in the group. It is important to

remain calm, firm, and keep the situation under control so the disruption will not inhibit other participants from speaking up. Address the situation and then redirect the group back to the subject at hand to take the focus off of the negative behavior.

Examples of disruptive behavior:

- ◆ Phone calls or texting

- ◆ Side conversations

- ◆ Inappropriate comments/insults

- ◆ Use of foul language

- ◆ Pacing or moving around the room

Suggestions for dealing with disruptive behavior:

Prevent the behavior by:

- ◆ Setting ground rules at the beginning of the session (e.g. silence your cell phones, be respectful of others, feel free to leave the room if you need to).

- ◆ Acknowledging the behavior with the group.

- ◆ Keep your body language and voice neutral, remain accepting and non- judgmental.

- ◆ Use reflections (e.g. "It sounds like you really need to take that call.", "You are certainly having an animated conversation.", "It seems like this is tough for you right now.")

- ◆ Offer options (e.g. "Please feel free to take the call out in the hall.", "What could you share with the rest of the group.", "Our staff in the front office could help you with that if you would like to go and talk with them now.")

- ◆ Discuss the behavior individually after the group is over, or while others are involved in an activity.

Ask another staff member who is not participating in the group to speak with the disruptive participant in a location outside of the room. Be respectful, calm, firm and direct in your discussion.

Accommodating Children

Children are an integral part of WIC. In many cases, they are the participants. It can be easy to lose sight of this in a room with fussy babies and active toddlers. Several things can be done to provide a quality nutrition education experience for parents who choose to bring their children.

Techniques to consider:

- When possible, include children in the group activities or make them the focus of the activity.

- At the beginning of group tell parents that it is OK to leave the room if child needs to be taken out of the room for any reason. Normalize the issue by expressing understanding for normal childhood behavior.

- If the child's behavior is so distracting that the others in the group cannot pay attention:

  ◇ Ask whether the parent would like to take the child outside.

  ◇ Communicate sympathy for the parent's problem. Try not to convey feelings of anger or irritation. The parent is probably trying to do their best.

- Infants and young children usually sit on their parent's lap. If the child's behavior becomes a minor distraction, consider using it as a teaching point. If talking about child development, point out something that is typical for the child's age group.

Strategies in action:

Johnny is a 2 year old who has come to the group session with his pregnant mom. He is running around the room non-stop. His mom is too tired to follow him around. His activity level and general chatter becomes a distraction to the group.
Facilitator: "It looks like Johnny has lots of energy today! Two year olds are known for being active and he is a great example of that. Mom, please feel free to take him out to the waiting room where he will have more space to move."

Talkative Participant

A talkative participant can be an asset when beginning a group. Their contribution and your response can signal to the group that discussion is welcomed and accepted.   However, this person can create a problem if they continue to dominate the discussion.

One option for guiding the conversation away from the talker is by recognizing their contribution and acknowledging appreciation for their comments, followed by asking if anyone else would like to share their experience. Then turn your eyes away from the talkative person and focus on another participant. If the person continues talking, repeat this action as many times as necessary.

If the individual continues to dominate the discussion you may have to be more direct and state that it is time to hear from others in the group.

> **Strategies in action:**
> You have added many good points to our discussion today and I'm wondering if others would like the opportunity to contribute.

Consider this:

You are observing one of your coworkers, Ashlee, facilitate a group session on "Breastfeeding Success" for prenatal participants. These are your observations:

Ashlee opens up the discussion for questions. One young woman timidly asks if a mom with diabetes can breastfeed. Breastfeeding when a mom has medical issues is an area that is unfamiliar to Ashlee. Another participant speaks up and asks about drinking beer while breastfeeding. She has heard it is really good to have at least one beer a day to help with milk supply.

As Ashlee wraps up the session, a mom of one of the women demands to know why WIC is so pro-breastfeeding. Breastfeeding did not work for her and her children did just fine on formula. She does not want her daughter pressured into breastfeeding. Another participant responds that she believes breastfeeding is best for every baby and anyone who thinks differently is misinformed.

1. What challenges were presented by this group?
2. What ideas do you have for dealing with these challenges?

Communicating Information

Redirecting Off Topic Discussions

It can be easy for the group's discussion to stray from the topic on hand. Sometimes participants might wander to totally irrelevant topics, or the topics might be appropriate, but not at the particular time. Sometimes participants may move the group away from the topic in order to avoid discussing a sensitive subject.

It is important to help the group stay focused so that the desired outcomes of the group can be achieved.

Key strategies to consider:

* Be direct. Firmly but politely acknowledge that the group discussion has wandered from the topic and redirect the conversation.

* Affirm participation and repeat the original question, asking for someone who hasn't spoken for their thoughts.

* Use a summary of discussion points related to the session topic to bring the discussion back to the session topic.

* Use a reflection to acknowledge any emotion that might be responsible for pulling the discussion off track and then use a summary to return to the session topic.

* Use a white board or chart paper to keep track of off topic questions to be addressed at the end of the session if there is time or individually after the session. (e.g. "Parking Lot" or "Save-for-Later Bin")

* Use the "*Affirm-Add-Move On*" technique (See Correcting Misinformation in this chapter)

Strategies in action:

Facilitator: "We've been having some interesting comments and discussion just now, and if people would like, we can continue the discussion at the end of the session. We were talking about breastfeeding..."

-or-

"I appreciate all the discussion and contributions, but I think we have wandered from the original discussion. Let's get back to the discussion of breastfeeding."

Questions You Cannot Answer

At some point in time, there will undoubtedly be questions asked that you are unable to answer. When these questions occur, be honest and explain that you don't know the answer to the question but you will write it down (or have the questioner write it down) and will find out the answer and get back to them. Be sure to follow through with what you say you will do.

The answer can be phoned, written and sent, or written and put in their record to share the next time the participant comes in to the clinic.

The individual who asks the question and the rest of the group will respect you much more if you are honest and say you don't know but will find out, than if you try to bluff your way through an answer.

Strategies in action:

Facilitator: "That is an interesting question! I am not sure what the answer is but I will be glad to do some research and get back to you."

Correcting Misinformation

During a group session, participants may offer comments that are misleading or incorrect. It is important to assure that the correct information is provided while maintaining a neutral response. Be sure that your body language and tone of voice remain accepting and non-judgmental.

Here are some strategies for handling misinformation:

- ◆ Involve the group

  - ◇ Diffuse misinformation by asking the group what they have heard about the topic

  - ◇ Get group input; have 2 or 3 participants comment before providing information

  - ◇ Accept the comment and acknowledge that you have "heard other moms say that.."

- ◆ Validate the person and then provide correct information and its source:
  - ◇ "The latest research shows…"

  - ◇ "You may be surprised to know…"

  - ◇ "WIC recommends…"

  - ◇ Provide an opportunity for group feedback; ask what the group thinks of what you offered.

Strategies in action:

Facilitator: "Yes, I can see how you feel that way. I've heard other parents say that. What nutritionists have learned is … and this is what we recommend in WIC."

◆ Affirm, Add, and Move on:

  ◇ Affirm (yes): Accept what the participant offers.

  ◇ Add (facts): Add information that is appropriate to the situation in a way that is clear, concise, and supports the material being presented.

  ◇ Move on (thanks-weave to next topic): Thank them for sharing and make the transition to the next topic by verbally linking what was said to what is coming next.

Example**:**

Facilitator: "What are your breastfeeding experiences?"

Participant: "I couldn't breastfeed because I was on medication."

Facilitator: (Affirm) "Yes, in some cases that is true." (Add) "Latest research shows that you can breastfeed with many medications."   (Move on) "Thanks for sharing your experience."

Example:

Participant: "My doctor says that you should give your baby solids at 2 months."

Facilitator: (Affirm) ''Yes, sometimes different doctors have different opinions about infant feeding. (Add) WIC uses the Academy of Pediatrics' recommendations, which says to wait until 4-6 months." (Move on) "I appreciate hearing about the advice you have been given."

◆ Anticipate misinformation

  ◇ Brainstorm with staff prior to a group presentation or collect common pieces of misinformation from past group sessions. Provide correct information about areas that may be a concern before the issue is raised by the group.

Strategies in action:

Using the above example about infant feeding, instead of waiting for the misinformation to come up, you can bring up the issue:

Facilitator: "Parents get a lot of information about when to introduce solids from their doctors mothers, friends. Over the past 25 years infant feeding practices have changed a lot. The most current recommendation is to start solids at 4 to 6 months when the baby is developmentally ready. How does that match with what you have heard?"

Exploring Differing Viewpoints

During a group discussion, different viewpoints will be expressed. When participants state opinions that are different from each other or different from the facilitator, it can be a challenge to respond appropriately to avoid conflict in the group.

Here are ideas for handling different viewpoints in a way that will reduce potential resistance:

- ◆ Accept all viewpoints without judgment and affirm the participants' willingness to participate.

- ◆ Acknowledge that there are differences and that each parent is the expert on their child and will make choices that they feel are best for their family.

- ◆ Use reflections to paraphrase or summarize what you heard so the participants have the opportunity to elaborate further.

- ◆ Use probing questions to help them further explore their thoughts.

- ◆ Ask the group what they have heard or what they think about the topic.

- ◆ Helping the participants feel accepted allows the group to explore different approaches or solutions.

Strategies in action:

Participant 1: "I think I am going to wean Joey cold turkey and just stop the bottle."

Participant 2: "Wow, you are brave. I think I am going to just take away one bottle at a time and wean gradually."

Facilitator: "Thanks for sharing your thoughts. There are many ways to wean a child off the bottle. Two ideas are to do it all at once or to take away one bottle at a time. What do the rest of you think?"

➡ *Practice Activity*

1. Observe at least two group sessions. Using the *Group Observation Guide,* identify effective strategies used during group facilitation.

2. There are a number of difficult situations that may sidetrack the conversation in a group. Put a check next to the situations you saw during your observations.

   _____Resistant participant

   _____Disruptive children in group

_____Misinformation

_____Quiet participant or group

_____Talkative or disruptive adult

_____Participants with differing view points

3. Thinking about the group facilitation skills and strategies we have focused on so far, how confident do you feel? On the scale below mark how confident you feel using each one.

Not confident   **Very confident**

1   10

Facilitation Skill	1	2	3	4	5	6	7	8	9	10
PC Spirit										
Opening the session										
Open ended questions										
Affirmations										
Reflections										
Summarizing										
Closing the session										
Involving the group										
Correcting misinformation										
Pair share										

4. What can you do to increase your confidence?

5. Observing the groups your agency offers helps improve the
    participant centered facilitation skills of staff.

    a. Have you been observed?   ___Yes   ___ No

    b. Have you observed someone else?   ___Yes   ___ No

    If yes, what did you learn from that experience?

.*Summary*

Effective faciliators have a back pocket full of strategies that they
can use for the various situations encountered duing group
sessions. These strategies will help encourage participation, reduce
group distractions and ensure that accurate information is shared.
Practicing these strategies will build your confidence and ability to
successfully interact with participants in every group setting.

⇨ *Skill Check – Self-Evaluation*

1. Describe one way to deal with each of the following situations in a group session:

   a. Off topic discussion:

   b. Talkative participant:

   c. Disruptive participant:

   d. Questions that you can't answer:

   e. Correcting misinformation:

2. List two ways to encourage participant involvement:

3. Identify two strategies for responding to resistance in a group:

Lesson Level: 2

Review Activity

With Your Training Supervisor

1. Discuss your questions about Chapter 2.

2. Check your answers to the written *Practice Activities* and *Skill Checks*.

3. Develop a plan for ensuring you have all the information you need prior to facilitating a group.

4. Discuss the situations you observed in the groups you attended. What strategies were used to handle these situations? How effective were these approaches?

5. Review the "*Consider This*" scenarios presented in lesson 2-2 and discuss the challenges presented and strategies that could be used by the facilitator for dealing with these challenges.

6. Discuss the following group dynamics and share one strategy for dealing with the situation:

   ♦ A quiet group:

   ♦ A resistant participant:

   ♦ Two participants with different viewpoints:

7. Discuss how confident you are with the group facilitation skills and strategies discussed in this chapter. Identify a plan for increasing your confidence in any areas you would like to work on.

Developing Groups

Chapter **3**

Contents

Chapter Introduction

Items Needed

♦ *Job Aid: How to Create a Participant Centered Group Session Guide*

Switching Gears

Up until this point in *Providing Participant Centered Groups Module* you have been discovering how to implement participant groups. You have learned about the role of a facilitator and the skills and strategies it takes to be effective in that role. Another step in the continuous quality improvement process for WIC's group education program is planning.

Now it is time to explore how to create a participant centered group session guide. Perhaps you will be starting from scratch – developing a brand new session; how exciting! Or maybe you will be adapting an existing session guide in order to make it more participant centered – if that is the case, now is your chance to dust it off. Regardless of where you and your agency are with your group education program, this chapter will walk you through the planning process so you will feel confident that your session guide is participant centered.

Session Guides

A session guide organizes what will be covered in a group into a written form that's easily understood by others. Writing a session guide allows the educator to "gel" what they want to accomplish in any given group. It gives the staff a concrete tool to use when different facilitators lead the group or need to review the content. Session guides are a guideline only – they leave room for different facilitator styles and for different participants in any given group.

In this chapter you will have the opportunity to create your own session guide using the *Job Aid: Your Participant Centered Group Session Guide.* Throughout this chapter you will see the following two symbols (for all you visual learners):

This symbol will be used to highlight the action of creating your new session guide.

This symbol will be used to highlight the action of reviewing your existing session to make sure it is cool, from a participant centered standpoint, that is. If it isn't, you will then modify that section as necessary.

➡ *Practice Activity*

1. Take a moment to review the *Job Aid: How to Create a Participant Centered Group Session Guide.* This document will give you an overview of a participant centered session guide. After you have reviewed this document, record your questions below. If your questions are not answered by the lessons in this chapter, you will want to connect with your Training Supervisor to discuss these questions.

Lesson Level: 2

3–1 Identifying the Session Focus

Items Needed

◆ *Job Aid: Your Participant Centered Group Session Guide*

Objectives

After completing this lesson, you will be able to:

◆ Identify the four necessary components of the session focus for a participant centered group session design.

◆ Define target audience.

◆ Create a session goal.

◆ Identify key content points to cover in a session.

Overview

Who is the target audience for this session? **Why** are you offering this session to that audience? **What** key information do the participants need or want to know by the end of this session? This lesson will help you answer those questions for *every* session guide you create.

Developing a session guide helps to identify the **session focus**. When planning your session focus, a complete session guide will include the following four components:

◆ Target Audience

◆ Session Goal

◆ Key Content Points

◆ Session Objectives

These components provide an organized framework to ensure that staff have thought through the content that will be delivered. It helps ensure that the staff person facilitating any group is well prepared and confident when he or she leads the group.

Developing a group session guide is an iterative process – while you move through the parts of a session guide in an organized step-by-step fashion, you constantly reflect back on those **who**, **why**, and **what** questions and make adjustments to your session guide accordingly.

Before we dive into the content of this lesson, let's consider the following scenario:

A middle school invited a nutrition educator to speak at a school assembly that consisted of several health classes totaling about 100 students about "the importance of good nutrition". The educator designed a 45 minute presentation using power point slides. Starting with a description of what teens typically eat, she discussed the components of a healthy diet including the major recommendations of the government's guidelines.

She then talked about the importance of eating more fruits and vegetables and how to add them to the diet, of eating fewer high-energy-dense, high-fat, high-sugar foods, the importance of regular meals during the day and, of selecting healthy snacks and portion sizes, and the importance of being physically active and how to be more active.

She began to notice the teens were getting restless. When she ended, one teen came up, very worried, and said, "This isn't going to be on the final exam, is it? That was a lot of information and I couldn't write it all down." Another said, "I got rather confused and couldn't follow everything you said, so I'm not sure what I should be eating."

Later she told a colleague about her experience. Her colleague asked her, "What was the overall objective of your talk? What did you hope to accomplish?" She was rather surprised. "I didn't have a specific objective," she said. "This was the only time they were going to hear about nutrition in their health group this year, so I just wanted to make sure they got lots of information so that they could make wise choices."

Take a moment to reflect on the following questions:

◆ What do you think when you hear that story?

◆ How successful was this interaction?

◆ Who was the target audience for this session?

◆ Why was she offering this session to that audience?

◆ What key information was shared with that audience?

◆ What might have made this session more participant-centered?

◆ Throughout this lesson, you will have the chance to reflect back on this scenario.

Target Audience

Developing participant centered groups starts with identifying our target audience. The target audience is a group of people who are in similar situations and have similar needs for the information provided. In the scenario above, the target audience was a collection of several health classes, consisting of approximately 100 middle school students. How well did the educator adapt the information she presented to fit her target audience?

It is important to understand to whom you will be presenting, so that you can tailor what you present for that group accordingly. More specific content would be appropriate for a more specific audience, while a session focused on broader content would be better suited for a broader audience. How narrow your target audience is might also be influenced by how many of a particular group is in your agency. For example, if you have a large caseload, you might have enough pregnant women to have sessions targeted to each trimester.

Smaller agencies might just have one session geared to all pregnant women.

Participants respond best to groups that are appropriate for them. When you ask yourself the question, "**who** is the target audience for this session?" it will enable you to better determine the wants and needs of that specific population and to ensure that the information you share is relevant to your audience.

Take for example, a prenatal participant. Depending on her age and trimester, she will have different interests and concerns. Teens may have more difficulty accepting the changes in their bodies. Women in the first and second trimesters may be concerned about doing the "right things" during pregnancy for their baby. Women in the third trimester may be more interested in breastfeeding or how they are going to feed their babies.

NOTE

Participants don't always come to our groups alone. Pregnant women bring partners or spouses with them, parents of participants bring the child and perhaps other siblings or other members of an extended support system – moms, sisters, and friends. These individuals create a secondary audience in our group that motivates us to provide a family centered version of our participant centered education. A skillful facilitator will be mindful of who is in the room and will make an effort to engage all parties in a meaningful group experience.

⇨ *Practice Activity*

1. Talk with your Training Supervisor about your agency's caseload and identify the number of participants your agency serves in each of the following categories:

    a. Pregnant women
    b. Postpartum women
    c. Infants
    d. Children

2. Using the *Job Aid: Your Participant Centered Group Session Guide,* identify a target audience for your session guide.

If you are using an existing session guide, confirm that the target audience is appropriate for the session. If it isn't, update the session guide.

3. In the table below, draw a line from the Group Session to appropriate Target Audience:

Group Session	Target Audience
General Prenatal Nutrition	adult participants and parents of participants
Lowering Cholesterol	parents with children of any age
Weaning to a Cup	children one to 5 years
Introduction of Solid Foods	toddlers 1 to 2 years
Exercising with Kids	parents and children 2 to 5 years
Preparing to Breastfeed	infants 4 to 6 months
Family Food Budgeting	participants with a family history of heart disease
Taking Care of Children's Teeth	pregnant women, particularly first and second trimester
Snack Time	pregnant women, especially third trimester

Session Goal

How clear was the session goal for the nutrition educator who presented to those middle school students? Having a clear goal helps keep your session focused.

To identify your goal, think about **why** you are offering the session to your target audience. The answer to this question will be developed

with the participant in mind. The primary focus of the session should be based on the wants and needs of the participants. With your target audience in mind, think about what positive outcome you are hoping your participants will achieve as a result of the session. Be mindful not to have goals that are too broad, after all your group sessions don't last that long. You want a goal that is achievable in the time you have available.

Practice Activity

1. Circle the statement that highlights a session goal that focuses on the wants and needs of prenatal participants.

   Statement A:

   "Pregnant women will be able to identify healthy foods they could incorporate into their existing diet."

   Statement B:

   "Provide second nutrition education contact for participants."

2. Using the *Job Aid: Your Participant Centered Group Session Guide*, identify the session goal for your session guide.

   If you are revising an existing session guide, review (and update as necessary) the goal.

Key Content Points

What key information do the participants need or want to know in order to achieve the session goal. Ideally, you will be able to narrow your key content down to three or fewer main points. Content is limited to allow time for discussion and learning activities and is flexible enough to change based on the participants' needs. Considering the scope of the lesson is critical. It might take some time to find the perfect balance of information; too much information might overwhelm participants while too little might not meet the needs of the participants, and therefore not engage your audience.

Let's reflect back on our story of that nutrition educator who presented to those middle school students. How do you think she did with regard to her key content points? Not great, right? Too much information was shared and the focus became the information rather than what the audience would do with it.

To be participant centered we want fewer lectures and more involvement, so we want to keep the content limited to the key concepts points. We can use **anticipatory guidance** to identify the few concepts that are the most important to help participants achieve the session goal. Anticipatory guidance is useful to focus attention on the information that will have the biggest impact for the target audience.

The key content points you identify support the objectives you will develop for your session. In the next lesson, you will learn how to create objectives that will let you know when you have been successful in achieving your session goal.

⇨ ***Practice Activity***

1. From the following 5 options, choose three appropriate key content points for an *Introduction to Solids Session*. Write them in the space provided below.

   a. signs of readiness

   b. importance of exclusive breastfeeding

   c. one food at a time

   d. making your own baby food

   e. weaning baby from bottle

Key content point 1:

Key content point 2:

Key content point 3:

2. Use anticipatory guidance to identify appropriate content to cover during a prenatal group targeting participants in their third trimester with a goal of helping mothers prepare for feeding their newborns.

    Key content point 1:

    Key content point 2:

    Key content point 3:

3. Using the *Job Aid: Your Participant Centered Group Session Guide,* identify no more than three key content points for your session.

    If you are using an existing session guide, confirm that there is an appropriate number of key content points. Update the session guide as necessary.

4. Share the session focus you have developed thus far with your Training Supervisor.

Summary

Taking the time to develop a clear session guide helps ensure your session will meet the needs of those who attend. To identify your session focus, you need to determine **who** your target audience is, **why** you are offering this session (session goal) and **what** key information will be offered to the target audience (key content points).

The target audience is the specific group of participants you are trying to reach. A clearly defined target audience will help you decide whether it will be appropriate to provide basic or more advanced information. When you have a session goal and limit the key content

points covered during the session, you will ensure that the scope of the session is appropriate for your group.

At this point, the job aid entitled: *Your Participant Centered Group Session Guide* includes three of the four necessary components of a group session design. The remaining lessons in this chapter will focus specifically on objectives and will give you the opportunity to think about the methods, activities and materials needed to meet those objectives for your group session.

☑ *Skill Check-Self-Evaluation*

1. What are the four necessary components of the session focus for a group session design?

2. Define target audience:

Lesson Level: 2

3–2 Developing Objectives

Items Needed

♦ *Job Aid: Your Participant Centered Group Session Guide*

♦ *Job Aid: Writing Objectives – Levels of Learning*

Objectives

After completing this lesson, you will be able to:

♦ Describe three types of objectives.

♦ Identify three components of observable, behavior-oriented objectives.

♦ Create objectives that can be used to develop a participant centered group session guide.

Overview

There are four components of the focus of a session guide: target audience, goal, key content points, and objectives. In this lesson, you will have the opportunity to learn about objectives and to practice drafting some of your own.

Considering the session goal, what would participants have to know, do, or feel to achieve the goal? Objectives describe how to address or meet the session goal and are stated in terms of specific, observable actions to be taken. Objectives use verbs to describe how the participant will be actively involved.

Objectives emphasize what you want the participants to value, understand, or do with the information or skills being shared. Objectives help us clearly identify what we want our participants to accomplish at the conclusion of the session, so we know when we have achieved our session goal.

Types of Objectives

There are three types of objectives from the participants' perspective. Depending upon the type of objective you use, you have the power to impact a participant's thoughts, actions, and feelings.

1. Cognitive

Cognitive objectives increase knowledge. These objectives are the most common and easiest to develop, and build on what the participant already knows. This type of objective works well when participants are gathering information in preparation for changing behaviors. Cognitive objectives relate to participants being able to think differently or understand new information – using their **head**. Is the participant to acquire new knowledge? If so, this is a <u>cognitive</u> objective.

> Example:
>
> By the end of this session, the participant will be able to list good sources of iron.

2. Psychomotor

Psychomotor objectives provide opportunities to practice new skills. These objectives are more difficult to develop but go a long way in facilitating behavior change. This type of objective works well in assisting participants in practicing a new behavior. Psychomotor objectives relate to participants being able to do something differently, physically – using their **hands**. Is the participant to practice a new skill? If so, this is a <u>psychomotor</u> objective.

Example:

By the end of this session, the participant will be able to prepare a healthy snack.

---

3. Affective

Affective objectives impact attitudes. These objectives are most likely to increase confidence since participants would learn what to do. This type of objective works well in helping participants prepare for behavior change. Affective objectives relate to a change in a participant's feelings, attitudes, and values – impacting their **heart**. Is the participant to feel or think differently about something? If so, this is an <u>affective</u> objective.

Example:

By the end of this session, the participant will be able to express their feelings about their experiences with offering vegetables to their children.

Though the objectives may overlap the three domains, what really matters is that both feelings and thoughts influence a person's behavior. To be effective, the nutrition education we provide needs to address not only the participant's **head**, but **hands** and **heart** as well.

Knowledge alone is not enough to make behavior change. Ideally we want to engage the participant on a higher level. Groups that reach participants on an emotional level will be more engaging. Providing hands on opportunities to practice new skills helps to build confidence and appeals to different learning styles. Later in this lesson, you will see how the verbs you choose for your objectives determine how actively you engage your participants.

⇨ ## *Practice Activity*

1. The following objectives are for a group session with a goal of increasing the use of low fat milk products. Indicate if the objective impacts a participant's head, hands or heart:

   At the end of the group, participants will be able to:

   ◆ List 2 benefits of low fat milk products. _____

   ◆ Taste the difference between whole milk and non fat milk. _____

   ◆ Name a low fat milk product they would be interested in trying in the next week. _____

Writing Objectives

Just like with key content points, when drafting objectives, it is best to limit the scope of what you hope to accomplish. This can be done by estimating 1 objective for every 10 to 15 minutes of scheduled group time. As you can see, depending upon the length of your group, you will only have 2-5 objectives.

Well written objectives are stated in plain language, are easy to understand and include an observable action verb to describe the participant's involvement.

When writing objectives, an acronym to remember that will help you put everything in order is **CAB**.

C is for **Condition**- Objectives usually begin with the conditions or circumstances in which the learning will occur.

> For example: "By the end of the session…"

A is for **Audience**– Objectives include the audience or who will be changing behavior. In WIC, this is the participant.

> For example: "…the participant…" or "…the parents/caregivers of the participant…"

B is for **Behavior** – Objectives use a verb to describe the behavior that you the facilitator can observe or what you expect them to be able to do. Even if the behavior is mental, your objective describes what the participant might see, hear, touch, or taste as a result. Remember you want this to be an observable behavior, so you can measure it. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience, the participant, really achieved it.

> For example: "…will be able to prepare a healthy snack."

NOTE

Affective objectives are more challenging to write because they deal with internal feelings and conditions that can be difficult to observe externally. To make a change, participants must not only understand how to change but must also value the change and believe it to be important. Objectives in this domain help increase participants' value for a behavior, so they are willing to take action. This type of objective helps increase awareness, adopt attitudes and create values that guide them toward healthier behaviors.

➡️ *Practice Activity*

1. Identify the CAB of the following objective, by circling the condition, underlining the audience, and circling the behavior.

   ♦ By the end of the session, participants will be able to tell a partner the 4 main items required on a food label.

   ♦ At the end of the session, the participant will be able to describe 3 developmental signs of readiness for solid foods

2. Put a check next to the objectives that are observable:

   _____ By the end of the session, participant will learn about ChooseMyPlate.gov.

   _____ By the end of the session, participant will be able to list the components of MyPlate.

   _____ By the end of the session, participant will know food sources of calcium.

   _____ By the end of the session, participant will be able to identify 3 food sources of calcium.

   _____ By the end of the session, participant will appreciate different breastfeeding positions.

_____By the end of the session, participant will be able to describe 3 positioning techniques for breastfeeding.

_____By the end of the session, participant will eat healthy snacks.

_____By the end of the session, participant will be able to choose 4 healthy snacks from a list of common snack foods.

_____By the end of the activity, the participant will be able to appreciate the importance of fiber in the diet.

Levels of Learning

Engaging the adult learner is important. When writing objectives, the verbs you use will determine the degree to which the participant is engaged. Verbs can be divided into 6 levels of learning that range from passive engagement to active engagement.

Level 1: **Knowledge** - Participants recall information or specific facts.

Passive

Level 2: **Comprehension** - Participants grasp the meaning of material.

Level 3: **Application** - Participants apply information to a new context.

Level 4: **Analysis** - Participants take information apart and identify relationships

Active

Level 5: **Synthesis** - Participants put things together in a new or creative way

Level 6: **Evaluation**- Participants judge the value of something using the correct criteria.
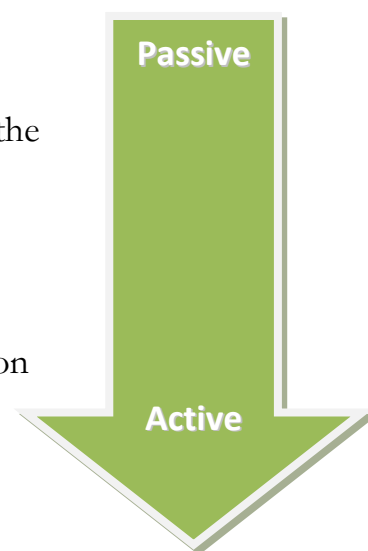
Passive objectives are less likely to engage participants. *Knowledge* and *comprehension* can be attained by simply reading materials or listening to lectures. *Application* involves taking something already learned and using it to solve new problems. Objectives from these

levels may involve activities such as listening to a lecture, reading a handout, watching a video or a demonstration.

Active objectives are most likely to engage participants because they inspire the participant to learn and create personal solutions. Objectives from *analysis*, *synthesis*, and *evaluation* may involve activities with case studies, discussion questions, debates, peer instruction, problem based learning, pros and cons grids, confidence ruler/0-10 scale, trade off analysis, or menus/list of choices.

The higher the level of learning, the more engaged the participant is and the more likely they are to change their behavior.

NOTE

Avoid use of the words "understand" or "know" in an objective. These are too vague, and do not specify a measurable/observable behavior. You can't see a person understands or knows. You can however observe them describing or listing what they know. Notice how much more engaged a participant could be with an objective like this: "Tells a partner the 4 main items required on a food label" rather than with an objective like this "Understands 4 main items required on a food label".

➪ *Practice Activity*

🖉   1. Using the Job Aid entitled *Writing Objectives – Levels of Learning* determine the level of learning for the following verbs:

Verbs	Level of Learning
List	
Identify	
Demonstrate	
Analyze	
Create	
Determine	

2. Using the *Job Aid: Your Participant Centered Group Session Guide,* craft objectives that will help you meet your session's goal.

If you are using a previously existing session guide, reflect on the objectives listed and adapt as necessary to ensure you are meeting your session goal and that the participant is actively engaged.

3. Together with your Training Supervisor, use the Job Aid entitled *Writing Objectives – Levels of Learning* to determine what level of learning the verb is in the objectives you wrote or reviewed. Discuss what verbs you could use to involve the participant more actively and how you could adapt the objectives to make it more participant centered.

Summary

Objectives identify what the participant will be able to do as a result of the group. Limiting the number of objectives your group session contains will ensure you are not trying to cover too much during any given group. Write objectives that are behavior-oriented and are observable. Objectives that are observable or behavior oriented will help you determine if participants achieved the session goal. Consider

writing objectives using higher levels of learning to engage the participant – doing so will make the session more enjoyable for you and the participant.

Well-written objectives will guide the selection of appropriate learning activities for your session. We will discuss options for these activities in the next lesson.

➡ *Skill Check – Self-Evaluation*

1. List and describe the three types of objectives.

2. What does the acronym CAB stand for?

   C -

   A-

   B -

Lesson Level: 2

3-3 Planning for the Session

Items Needed

◆ *Job Aid: Your Participant Centered Group Session Guide*

Objectives

After completing this lesson, you will be able to:

◆ Identify five elements to consider when planning a participant centered session.

◆ List two ways to create a positive learning environment.

Overview

Once you have identified your session focus and written your objectives, you are ready to plan your session. As you begin planning, many questions will arise: What materials do you have access to that will help you meet your session goal? Where will the session be held? What will you call your session so people *want* to attend? How long will the session last? What special expertise, if any, does this session require of the facilitator?

These questions highlight 5 elements to consider when planning your session:

◆ Materials needed

◆ Preparation needed

◆ Session title

◆ Time needed

◆ Expertise needed by facilitator

Focusing on these 5 elements while using your critical thinking skills will help you guarantee a successful group experience for all participants!

Materials Needed

You can't bake a cake if you don't have an oven!

In the next lesson, you will develop learning activities to meet your objectives. Before diving into the development of activities, be sure to become familiar with what materials and resources you have access to.

The materials you use in participant centered groups are not the focus of the session, but rather support the information provided and address different learning styles. Remember the learning styles covered in Chapter 2? Participants in your groups learn differently. Consider using materials that will accommodate all types of learners.

Visual learners will appreciate seeing information presented in a PowerPoint presentation or on a flip chart. However these are used to enhance discussion, not to be the "teacher". Learning materials, such as handouts and videos, are not the focus of the session, but support the session focus. The materials you select should illustrate, reinforce, or enhance your key content points.

Get participants to interact with the materials you use. If you have a handout that supports the content of your group, what can you do to ensure the participants actually look at it? Sometimes simply asking a few questions and holding the silence while participants gather their thoughts is enough to get them engaged with the material.

When planning for the materials you will use, it is helpful to record these on your session guide. The list would include equipment, audio visual aids, pens, handouts, pamphlets, etc. This list ensures that you have everything you need when you are ready to start the group.

⇨ *Practice Activity*

1. Explore your agency's inventory of nutrition education materials and equipment available for use during your groups.

🖉 2. List some ideas for materials you might use and how you might use them interactively in a group.

Preparation Needed

The preparatory tasks that need to happen prior to the session can be broken down into two categories: materials and environment.

Preparing Materials

After you identify the materials you will be using, you will need to prepare them for your target audience ahead of time. If you will be creating signs, or flip chart posters, take time to make them look neat and easy to read. If you

<div style="text-align:center">

Breastfeeding
Peer Counseling
Group   ➔

</div>

will be using a game or creating an activity, be sure you have all the pieces/materials necessary. For any handouts you will be providing, make enough copies for all attendees. If you are using a PowerPoint you will need to develop your presentation (see lesson 3-4 for important tips.). Also, it is helpful to take the time to familiarize yourself with any equipment you will be using prior to the session time. This will give you a sense of how long you will need to set-up the equipment. If you will be doing a food demonstration, you will need to plan to purchase and prepare the food.

➡ *Practice Activity*

✎   1. Using the *Job Aid: Your Participant Centered Group Session Guide*, note any preparation that will be necessary regarding the materials you identified for use during your session.

Preparing the Environment

Location, location, location! The environment in which you hold your sessions makes a difference in learning. Be sure that there is adequate space for the size of the audience. How many people will be at your group? Helping participants to feel comfortable enhances learning. You want to ensure all attendees can see and hear so that they have the opportunity to participate. Holding the group session in a quiet area separated from the noise and activity of the waiting room or clinic area will help participants to focus on the group content. Having the room comfortably heated, ventilated and lighted is important for the comfort of the group participants as well. Locations that are too hot or too cold can pull focus from the learning activities. Light that is too bright or too dim can be distracting.

Decorations don't need to be lavish, but having pleasant surroundings (e.g., colorful posters, comfortable chairs) will help your participants feel at ease, and gives the subtle message that your session has merit.

Consider the placement of the equipment and learning materials. You want these to be easy to see. Dry erase boards or chalk boards should be clean of any unrelated information. If you are using audio visual equipment check acoustics. Be sure to eliminate distracting sounds so everyone can hear.

As a facilitator, there are things about the environment that you can control and others that you cannot change. The following list summarizes important points to consider when creating a positive learning environment for groups:

- Room size

- Location

- Temperature

- Lighting

- Appearance

- Accessibility (Americans with Disabilities Act, public transportation, proximity to main clinic or satellite clinics)

- Parking

- Food benefit issuance

⇨ *Practice Activity*

1. What room do you usually use for participant centered groups?

2. What do you notice about the environment? Sit in a chair and look around and answer the following questions:

   a. How is the temperature? Can you change it?

   b. Where is the best light in the room? Will you need it darker for a video or Power Point?

   c. How is the room's appearance? Can you change it?

3. How will you set up the room for benefit issuance?

Seating arrangements

You can arrange the seating of your group to encourage participation. How the room is arranged is determined to a certain extent by what learning materials and activities you plan on using during the session. If you are planning on distributing materials, be sure to have a table available where participants can access these resources if they are interested. If participants will be writing, be sure they have a table where they will be able to do so. To promote group discussion, arrange the chairs so that participants can see each other and the facilitator in a circle, horseshoe, "V", chevron or around a table. If possible, arrange chairs so the door to the room and windows are behind your participants.
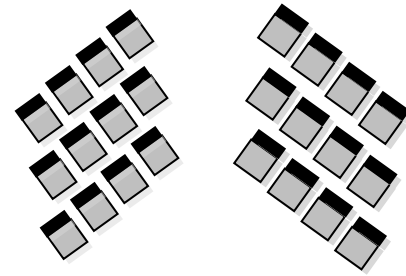
Chevron seating arrangement

Arrange seating so that there is easy access for all participants! For larger groups, offset the chairs on every other row, so no one is directly behind someone else. If you have to use rows of chairs, create a center aisle to improve access for participants and to make it easier for the facilitator to move around. If your group is so big that you can't comfortably arrange seating for all, you might consider limiting the number of participants for that particular group. Breaking participants into smaller groups seated around several smaller tables is another way to accommodate large groups.

Accommodating children

In Chapter Two, you learned strategies for including children in your groups. There are several ways the learning environment can accommodate children as well.

The following techniques will help you to effectively accommodate children in to your participant centered groups:

◆ Consider setting aside a corner of the room for children. Provide child-sized furniture, big cushions or a rug. Prepare silent activities (coloring, drawing, puzzles) for them if they will not be participating in the session.

◆ Arrange the room with a space for parents to walk with the child and remain in class. Sometimes, walking the children will sooth and eventually quiet them. Have an area for strollers and young children.

◆ Don't forget about child proofing! We want to ensure that the room is safe for children.

Practice Activity

1. Observe a group session. Ask the facilitator why they set up the room the way that they did.

2. Describe the pros and cons of this physical setting.

   Pros-

   Cons-

3. What would have made this group experience more comfortable?

4. Referring to the *Job Aid: Your Participant Centered Group Session Guide*, what seating arrangement would work best for your session?

Session Title

Effective marketing is essential to the success of your groups. As you may recall from the *Introduction to WIC Module*, WIC can offer outstanding nutrition education programs, but if few people come, it

has limited effectiveness. How can you use your session title to entice participation in group? Use other agencies or internet resources for inspiration on naming your group. Be creative. Have fun!

Practice Activity

1. In the space below, list some words to describe the group you are putting together (remember to try and make the session sound interesting, fun and valuable):

2. Using the *Job Aid: Your Participant Centered Group Session Guide*, draft a title for your session.

   If you are updating an existing session guide, make sure it has a catchy title.

Time Needed

Adults value their time. You want to be sure the time spent in your session is worthwhile. Be realistic about how long your session will last. How long do you think your audience can stay engaged? The average is 20 to 30 minutes, with a maximum length of 45 minutes to an hour. Remember you will plan approximately 15 minutes per objective and you want to have enough time for conversation and to issue vouchers. You can see why limiting the scope of your lesson will be critical to making your group a pleasant experience.

Practice Activity

1. Using the *Job Aid: Your Participant Centered Group Session Guide,* estimate the amount of time you will plan for your session.

If you are updating an existing session guide, confirm the timing of the session works with the content to be covered.

Expertise Needed by Facilitator

To be effective, the facilitator will want to be mentally prepared for the session. Sometimes a session covers content that requires special expertise. Depending on the material being covered, you may be willing and able to gain this knowledge as part of your preparation for the session. If that is the case, you would need to locate the evidenced-based resources necessary for review. However, there are times when it would be easiest/best to bring in a subject matter expert. For example, many breastfeeding groups that WIC offers are facilitated by an International Board Certified Lactation Consultant (IBCLC).

Practice Activity

1. Using the *Job Aid: Your Participant Centered Group Session Guide,* reflect back on the key content points and objectives of your session and determine what special expertise, if any, is required.

Summary

Successful groups involve planning. Taking the time to pay attention to the various logistical considerations described in this lesson will help make for smoother facilitation of your participant centered group.

Skill Check – Self-Evaluation

1. What are the 5 elements to consider when planning a participant centered group session?

2.   List two ways to create a positive learning environment.

Lesson Level: 2

3–4   Composing a Session Outline

Items Needed

♦ *Job Aid: Your Participant Centered Group Session Guide*

♦ *Job Aid: Using PowerPoint Presentations*

♦ *Resource: Learning Activities*

♦ *Resource: Warm up Activities*

Objectives

After completing this lesson, you will be able to:

♦ Develop or adapt a group session outline using instructional design concepts.

♦ Describe the purpose of opening a session with a warm up activity.

♦ List three effective learning activities.

♦ Plan a learning activity that addresses an identified objective.

♦ Identify three types of visual aids and one benefit of appropriately using visual aids in a session.

♦ Describe one approach for bringing closure to a session.

Overview

Nutrition education sessions are carefully planned to meet the needs of the participants and to ensure that all necessary materials and resources are prepared ahead of time. At this point in the module, you are clear on **who** your target audience is, **why** you are offering this session and **what** key information you would like for your participants to acquire by the end of the session.

The next step of this process is to write your session outline. The objectives you crafted will guide the selection of the activities that will engage participants and help you meet your session goal. These learning activities and the framework for offering these activities will be the basis for development of your session outline.

Session Outline

The session outline is a general summary of the anticipated order of information to be covered in the group. The outline is not a text of everything you will say, but reminders of information to be covered that is useful for defining the scope of a presentation. It is an organizational structure that includes phrases to use to segue or transition from one aspect of the session to another. It includes notations of when and how to use materials and audiovisuals. It includes key open ended questions that are open and inviting and asked without expectation of a set, correct answer in order to encourage participant involvement. These questions will help participants explore their thoughts, feelings or plans to address specific health behaviors. When we engage participants in our groups and invite their dialogue, the session will feel less rigid and more participant centered.

Although accurate content is important, when we focus only on what we are going to say and how we will say it, we can easily overlook how to reach the participant.

The session outline takes this into consideration and provides a basis for the facilitator to guide the conversation while the participants themselves take the group in the direction they want to go. This is a good indicator of a participant centered group.

Opening the Session

How you open the session is just as important in groups as it is in individual counseling –the way we set the tone with our participant centered groups has a great impact on the time we spend with participants. Your opening will include all of the following:

♦ Greeting participants in a welcoming manner as they arrive.

♦ Thanking them for coming.

♦ Introducing yourself.

♦ Setting the agenda – being sure to highlight how long the group will last, what will be the session focus and when benefits will be issued.

♦ Asking permission to start and begin with a warm-up activity.

Example:

"Thanks for coming to Clues to Baby Cues – Understanding Baby Behavior. My name is Zuma and I will be leading our discussion on how babies communicate. We will be talking about how to recognize your baby's cues, which will help you find out what your baby is trying to tell you.

Noticing and understanding these baby cues will hopefully make life with your new baby be a bit smoother. I know you all will have lots of ideas on the topics we will be talking about. I want to be sure everyone has a chance to share their thoughts with the rest of the group and feels safe doing so. This group will last approximately 30 minutes and by the end of that time you will have your benefits issued. How does that sound?"

Practice Activity

1. Using the *Job Aid: Your Participant Centered Group Session Guide,* compose an opening to your session.

If you are using an existing session guide, confirm that there is an opening statement that hits all the notes you want to incorporate. If there isn't one, update the session guide.

Warm-up Activity

Interaction is key to participant centered groups. The purpose of a warm-up activity is to get people talking so they feel more comfortable sharing during the group session. In the spirt of PCE, spend the first 20% of time engaging with the participant. For a 25 minute group, this will mean the first five minutes is spent connecting with the particpants. When we engage the participant it can lead to an improved relationship, which can ultimately help the participant connect to what is presented.

Ideally warm-up activities will involve all participants and be relevant to the planned learning activities that will follow during the session. In large groups, you might find participants will be more comfortable working in pairs.

When a question is used as a warm-up activity, it should be an easy open-ended question that does not have a right or wrong answer and cannot be answered with a simple "yes" or "no."

Warm-up activities usually include three parts: an introduction, a main question and regrouping or debriefing:

♦ In the introduction, participants introduce themselves, their children or other companions.

♦ Following the introduction, participants share their answer to the warm-up activity question.

♦ After everyone has shared, the facilitator debriefs with the group by summarizing key responses and relating them to what is coming.

Practice Activity

1. Using the *Job Aid: Your Participant Centered Group Session Guide,*

craft a warm up activity to get your participants off to a good start. Refer to the *Resource: Warm up Activities* for additional ideas.

If you are using an existing session guide, confirm that there is a warm up activity included and evaluate it for appropriateness. If there isn't one, update the session guide.

Learning Activities

How will participants meet the session objectives? Learning activities!

Developing activities is the fun part of designing group sessions. The trick, however, is to develop activities that both meet the objectives *and* engage the learner. The activities you choose need to have a clear purpose. Remember, your adult learners have busy lives. We want to be sure the time they spend in our groups is worthwhile, and not *just* fun.

When we develop activities that engage the learner in an active way, we increase the likelihood of meeting the session objectives and subsequently impacting participants' health outcomes.

In lesson 3-1 you learned about the importance of limiting the scope of your groups, estimating 1 objective for every 10 to 15 minutes of scheduled time. Now you get the chance to link learning activities to those objectives. Include a learning activity for each major concept.

When planning learning activities for your groups, here are some considerations from Chapter 2 to keep in mind:

♦ Adult Learning – Respect, Immediacy, Safety, Engagement

♦ Learning Styles – See, hear, do, read

♦ Family Centered - Depending on the topic and session focus, activities might include other family members, child centered activities, interactions with infants, or welcoming other adults to participate in discussions.

Select activities carefully to be sure you accomplish your objectives. Practice setting up the activity to be sure you can give instructions

clearly and have all the materials needed for the interaction. After each activity you will want to summarize, then check in to see how participants are feeling and what thoughts they have regarding the activity. Including transition statements and wrap up questions as a part of your session guide ahead of time will make facilitating this critical part of the learning activities much easier! Some common learning activities that staff have found helpful are described in the *Resource: Learning Activities.*

Example:

For a group session on anemia prevention, participants were given lists of high iron foods and asked to circle the iron foods that they eat each week. To summarize the activity, the facilitator asked, "What did you learn about your diet?" The expectation was that someone would say that they weren't getting enough iron and someone would be pleased that they had at least some of the iron rich foods on the list.

You can get the iron you need!

The facilitator would then follow up with affirmations for the high iron foods that were being included in the diet and ask a question like, "What could you do to get more iron in your diet?" The expectation is that someone would say to eat more iron rich foods or take a vitamin supplement with iron. The facilitator could ask "What would that look like?" or say "Great ideas! Let's talk more about ways to add iron to the diet in order to prevent anemia."

Practice Activity

1. Using the *Resource: Learning Activities* identify activities to meet your session objectives and document this on the *Job Aid: Your Participant Centered Group Session Guide*. Be sure to include the open ended questions and summary statements you would use for each activity.

   If you are using an existing outline, assess and refine the activities included in the session.

2. How do these activities help meet your learning objectives? Think about the verb in the objective – what activity does it suggest?

3. How do these activities increase learner engagement?

4. Using the *Resource: Learning Activities*, review the Pair Share activity. Draft a pair share you could use in your session. Complete the other planning considerations associated with this activity.

Visual Aids

Visual aids are exactly that, aids. They are designed to illustrate a point or provide an activity to enrich the learning experience. Visual aids can be simple and easy to make. A visual aid can clarify a concept that is difficult to describe with words alone. Visuals aids can reinforce the main points or help increase participant retention for visual learners. Costs can vary depending on the technical refinement of the visual aid. Unless very high

tech, staff can manage visual aids without much difficulty. Visual aids need to be used in a way that everyone in the group can readily see and interact with them. Visual aids include:

♦ Power Point slides

♦ Handouts or pamphlets

♦ Posters or bulletin boards

♦ Props or hand held items

Making posters/graphs/flip charts/PowerPoint

Developing your own teaching aids can be a very positive addition to your group. You can make the visual aid fit your session specifically. Flip charts, posters, graphs and power point slides can provide effective supporting material for a group. They can illustrate a point or reinforce main ideas. Flip charts can be used to document brainstorming during the session especially with small groups of less than 20 participants. With larger groups, participants may have difficulty seeing the flip chart and power point presentations may be more effective.

The following are some tips that will help ensure that your visual aids are effective:

♦ Use large easy to read print. The smallest letter or number should be easily read by the person seated the furthest away from the screen or chart.

♦ Use both upper and lower case letters.

♦ Highlight ideas instead of text. Text should be given in a handout for "need to know" information.

♦ Avoid reading straight from the visual. Use it as a reference. Consider using a pencil or pointer for emphasis.

♦ Limit information on one chart or slide to six lines maximum, with no more than six words per line (better more charts than overcrowded ones).

♦ Use line drawings, photos or simple illustrations if they are accurate and fit the points you hope to make.

♦ Graphs can be difficult to understand so keep them simple and include explanations of what they show.

Power Point Tips: Top Five Slide Key Points

1. Reduce the amount of text. Your slides are supporting your talk, not duplicating it. Use photos or graphics to illustrate your point, or summarize your content in a few key words or phrases.

2. Create a visual hierarchy. Not all information is equally important. Contrasting font sizes and placement of text helps the audience quickly understand your message. Do not use bold for all of the text.

3. Divide your presentation into sections. Help the audience follow your presentation by adding interstitial slides or putting the section title on each slide.

4. Have a learning objectives slide. Let the audience know at the beginning the key three to five points you want them to take away from your presentation.

5. Use a color palette. If your organization has a template, they probably have a color palette. Use color for emphasis. Limit the number of colors in your palette.

Source:
http://www.nwcphp.org/documents/training/Effective_Presentation_Toolkit.pdf

---

Videos/DVDs

Videos can show emotion, action, and highlight behaviors which can make an impact on your audience. When choosing a video, make sure it fits closely with your objective and doesn't take up the entire time you have scheduled. You may find that a clip or a scene from a video will be enough to meet your objective. YouTube is an excellent resource for videos. Always preview videos before using them!

If a video is chosen as an activity, set the stage and engage the participants by highlighting something for them to look for when watching.

Example:

"This is a video called First Foods. It is about introducing your baby to solid foods. It has an interesting part about making homemade baby food. I'd invite you to pay particular attention to the part where she explains how to keep baby food safe when you make it yourself."

After you share the video, ask participants what they learned and hold the space for them to ask questions about what they saw or heard. Reflect back on the item you asked them to look for or show how the video relates to the topic of the group session and summarize what they saw and learned before moving on. Having a handout to go with the video that focuses on the important points is another nice way for summarizing.

Example:

"What did you learn that was new or interesting? What questions do you have about what you saw? What did you think about the information on safely making baby food? This ties into what we've been talking about regarding when to introduce foods and making your own baby food instead of buying it. This handout covers the important points from the video. Feel free to take one with you when you leave."

⇨ *Practice Activity*

1. Identify the learning style each of the following visual aids addresses:

   PowerPoint slides –

   Handouts/pamphlets –

   Posters/bulletin boards –

   Props or hand held items –

2. Review the Resource: Using PowerPoint Presentations for WIC Nutrition Education. What new information did you discover in this document?

3. Demonstrate to another staff member how to accurately operate the audio-visual equipment used in your agency for group sessions such as DVD players and TV, LCD projectors, etc.

4. Using the *Job Aid: Your Participant Centered Group Session Guide*, record the materials needed for your session in the appropriate space.

If you are using an existing outline, check to make sure the materials needed for your session are appropriate.

5. What objectives do your materials help you meet?

Closing the Session

At the end of the group, it can be helpful to pull the concepts together and end with a summary. There are a variety of ways to do this including one or more of the following:

♦ Facilitator summarizes the key concepts covered during the group: "Today we discussed several interesting ideas about…and it sounds like you are planning to do… with these ideas. Did I get it all?"

♦ Ask the participants to summarize the discussion: "Based on our discussion today, what was one thing you will take home with you today?"

♦ Offer a case study which uses all the key concepts and then discuss it: "So there was a child who wasn't eating well for these reasons…, thinking about what we covered today, what would you recommend for that family?"

♦ Organize benefit issuance and express appreciation for their attendance.

♦ Read a poem or quote which gives the take home message.

♦ Share an anecdote or story which illustrates the important concepts. Invite participants to ask any last questions or offer final reflections

♦ Pulling the ideas and activities together at the end of the session brings closure to the group and encourages participants to take away the information and skills covered during the session for their own use in the future. As you recall from lesson 2-2, closing the session in a PCE style includes all of the following:

◇ A summary of the ideas and information covered during the session.

◇ An invitation for participants to reflect on what they have learned to encourage a move toward action.

◇ Expressing confidence in the participants' abilities to achieve their goals.

◇ Thanking everyone for participating.

⇨ *Practice Activity*

1. Using the *Job Aid: Your Participant Centered Group Session Guide*, complete your session guide by drafting closing words for your session outline.

If you are using an existing session guide, confirm that there is a closing statement included. If there isn't one, update the session guide accordingly.

2. Review the final outline and make adjustments as needed.

Summary

The session outline is your resource as a facilitator for presenting a coherent, well organized, informative, participant centered group session. It is a tool that a colleague could use to present the same session in a consistent manner. A well written outline will include ideas for opening and closing the session, for using visual aids, and for effectively transitioning from one learning activity to the next. This guide can support opportunities for participant involvement in the group by always keeping the participants' perspective in mind.

☑ *Skill Check – Self-Evaluation*

1. List three effective learning activities which are designed to increase learner engagement:

2. What is one consideration that needs to be made when selecting learning activities for your session?

3. List three examples of visual aids. What is one benefit of each visual aid you listed?

4. Which of the following are appropriate ways to use visual aids? (Check all that apply.)

_____ To show emotion, motion, or behavior to illustrate a point.

_____ To fill time when you're not sure what to teach.

_____ Introduce the video and point out what to look for.

_____ Ask participants to identify what they learned or had questions about after showing a video.

5. Describe the purpose of opening a session with a warm up activity.

6. Describe one approach for bringing closure to a session.

Lesson Level: 2

3–5 Evaluating the Session Guide

Items Needed

◆ *Job Aid: Session Guide Evaluation*

◆ *Job Aid: Your Participant Centered Group Session Guide*

Objectives

After completing this lesson, you will be able to:

◆ Evaluate a session guide using participant centered group design criteria.

◆ Practice implementing a session guide and modify as needed in order to make the group more participant-centered.

Overview

Even after we plan the session, we need to share our ideas with others. The session will continue to change as we process the session guide and get input from others. Groups are works in progress that take practice and refinement. Preparing for the presentation by carefully thinking through your material and taking the time to practice the presentation with staff before facilitating in front of participants can increase comfort and confidence.

Participant Centered Criteria

How will we know when our group session is participant-centered? You can evaluate an individual group session to see if it meets the criteria of a participant centered group using the criteria below:

We'll see it in…	What will we see, hear, or feel when it's truly participant centered?
… the environment.	Learning begins at the front desk with a warm welcome. The whole environment announces that WIC is an education-oriented organization that supports healthy families. It is inviting; not business as usual!
… the kind of information given.	The information offered is brief, snappy, powerful, and relevant. It represents the essence of the topic, the fundamentals that are helpful for good decision making.
… the way information is offered.	Big visuals, simple props, hands-on activities are used when possible – making the new information understandable to everyone, regardless of background.
… the sequence of the learning.	Participants connect the topic to their own lives, apply their new knowledge, and have the opportunity to transfer their new learning into the future.

We'll see it in…	What will we see, hear, or feel when it's truly participant centered?
… staff facilitation skills.	Participants are engaged and made to feel safe from the very beginning of the session. Facilitators allow time for participants to respond; they affirm and incorporate contributions into the conversation.
… the way questions are asked.	No right and wrong answers. Facilitators give good information and then ask open- ended and probing questions so participants can make something of it for themselves.
… the voices of participants.	Every voice is heard – pair share or small groups are used when appropriate. Participants do at least 50% of the talking and "doing," starting early in the session.
… the way the conversation flows.	The conversation stays on target and is gently redirected as softer voices are encouraged to speak and stronger voices are encouraged to listen
… the spirit of the room.	The atmosphere is positive. It is a comfortable place to be. It's fun!

This set of criteria can also be used to evaluate session guides that you get from other sources so you can figure out what changes you might make before you use it with participants.

⇨ **_Practice Activity_**

🖉 1. Who in your agency reviews sessions for accuracy?

✍ 2. Using the _Job Aid: Session Guide Evaluation_ and the _Job Aid: Your Participant Centered Group Session Guide_ determine if your session guide meets the participant centered criteria.

3. If necessary, modify your session guide to make it more participant centered.

Practicing Your Session Guide

After the session guide is completed or after a group has been facilitated for the first time, ask staff for feedback. Other staff members can provide insight. The more input the staff has, the more vested in the group they will be. Further, by sharing the session guide, staff will have a better understanding of the target audience and key concept points and will therefore be better able to market your group effectively to participants. Participants can give you helpful information about what does or doesn't work in the group.

These questions can be used by the facilitator for self reflection after group nutrition education, or can be used by an observer to debrief with the facilitator when providing positive feedback after a session.

Consider making changes to the guide as you experiment. After you try it, ask yourself:

♦ How do you feel the group went?

♦ What do you think went well?

♦ What was the most challenging part of the facilitation?

♦ What did you do to prepare the environment?

♦ What changes, if any, did you make to the group outline?

♦ How were participants involved in your presentation?

♦ How did you introduce the topic to your participants?

Practice Activity

1. Practice walking through your session outline with your Training Supervisor or other staff.

2. Update your session guide as appropriate using the feedback gathered from your walk through.

Summary

Participant centered groups have a particular spirit to them – one that is noticeable using our senses. A session guide is a work in process and will evolve depending on the target audience and the facilitator. While it may be intimidating to get in front of your colleagues to implement your completed session, taking the time to practice with other staff will go a long way to helping the facilitator feel more comfortable.

Review Activity

With Your Training Supervisor

1. Discuss your questions about Chapter 3.

2. Check your answers to the written *Practice Activities* and *Skill Checks*.

3. Review your completed session guide. Take note of the iterative process you went through in completing this guide. Discuss how this session fits into your agency's nutrition education program and the next steps regarding implementation of this session.

4. Discuss your session guide using the reflection questions below:

   a. How well does the session support the "teach less, learn more" philosophy? (Lecture less, involve more)

   b. What activities are included to help participants be involved in their own learning?

   c. How do I allow for participants to discover their own solutions?

   d. How do I include time for the participants to digest and reflect on what was covered?

5. Modify your session guide as necessary based on your conversation.

6. Practice facilitating your completed session guide with your Training Supervisor. Consider making changes to the guide as you experiment. After you try it, ask yourself - What went well? What would I change next time?

Supporting Quality Groups

Chapter 4

Contents

```
Lesson Level:  2
```

4-1 Why Evaluate

Objectives

After completing this lesson, you will be able to:

◆ Describe the goal of evaluation in planning group nutrition education.

◆ Identify two ways evaluations can support your agency's group education program.

◆ Describe two types of evaluations.

Overview

Evaluation tells us how far we've come and often gives us an idea of where we need to go. Evaluation provides a dynamic dimension to your nutrition education program. A successful nutrition education program doesn't remain static. It changes to incorporate more effective educational strategies and reflect changing needs.

The goal in evaluating our groups is to ensure that the groups we provide are relevant and meaningful to participants. We evaluate to see if our group design really addresses the needs and interests of participants for overall program planning and to determine what group offerings would be appropriate for your clinic. While you may

not be involved in evaluating your program, it will be helpful for you to understand how this process works so that you can play your part in ensuring participants' needs are met.

Supporting Quality Groups

Evaluation results can help support your agency's groups education program in two distinct ways:

Improving an individual group: evaluate an individual group to see if it meets the specified learning objectives and to see how the session guide was received by your audience.

Improving the program as a whole: evaluate the program as a whole to see if we are meeting the needs of the participants.

Types of Evaluations

There are two types of evualations that are relevent to the work we do with participant centered groups.

Needs Assessment: This type of evaluation provides direction for planning. Are the groups your agency offers still meeting the needs of the participants? What special topics might need to be addressed during the next year? How well are available resources being utilized?

Process: This type of evaluation lets us know how the group was received and if we have met our immediate goals for an individual group. How did it go? Was the learner able to accomplish the objectives established? Did the activities work effectively to reinforce the learning and engage the participants? How has the rate of participation been for a group?

Needs Assessment

Assessing what participants want and need goes beyond just asking participants what they liked or didn't like in a group. Finding out what needs participants have around nutrition, what barriers prevent

them from participating, and potential ways to overcome those barriers, are important parts of an assessment.

A needs assessment will give you information on what participants would like to have in group education (different topics, formats, instructional aides), preferred time of day for groups, reasons for not attending, etc. There are several ways to find out what participants need and want for their nutrition education. You can gather participant input directly or gather data about participants from TWIST reports.

Process Evaluation

How did it go? Process evaluation will give you feedback on how the facilitator did, and whether the participants liked the activities. A process evaluation might also be used to analyze the quality of your session guide, to keep track of attendance, and determine which groups should be continued in the future.

This type of evaulation tells you whether the participants got the message, learned the information, or changed their thoughts, actions or feelings.

Remember the "**B**" of CAB referenced in chapter three? **B** stands for behavior. WIC supports positive behavior change. A process evaluation will inform you as to whether the participants accomplished the specific learning objectives of a session in order to achieve behavior change.

Practice Activity

1. Write down some ways you could use an evaluation to strengthen your session guide.

Summary

Evaluating group education is a critical step in providing quality nutrition education. Evaluation helps to ensure that the group education your agency provides is worthwhile and effective. Evaluation results help identify what's working and what could be improved for an individual group session or your agency's group nutrition education program as a whole.

☑ Skill Check – Self-Evaluation

1. What is the goal of evaluating group nutrition education?

2. What are two ways evaluations can support your agency's group education program?

3. Describe what information can be gained from a process evaluation.

4. Describe what information can be gained from a needs assessment.

Lesson Level: 2

4–2 How to Evaluate

Items Needed

♦ Access to TWIST

♦ Sample evaluation tools

♦ *Job Aid: Evaluating Objectives*

Objectives

After completing this lesson, you will be able to:

♦ List two methods for conducting evaluations.

Overview

How you evaluate is largely determined by how you answer the following questions:

♦ What do you want to know?

♦ Why do you want to know it?

♦ What are you going to do with the results?

In WIC, there are several methods for conducting evaluations - via **observations**, **participant feedback**, and **TWIST**. Every facilitator wants to know that they have met their objectives, so let's start there.

Observations

How can you evaluate that you have met your objectives? Ideally, you will be able to observe this. By using observable, behavior-oriented objectives, you may be able to evaluate achievement right then and there. This type of evaluation component will be built into the activities and learning objectives as the group session is being developed.

Take this objective as an example:

> "By the end of this session, participants will be able to create a lunch that includes 50% fruits and vegetables."

In a session on Choose MyPlate, participants could work individually to create a healthy lunch that follows the criteria of MyPlate. If participants can do the activity successfully, you have achieved your objective! You can't easily measure whether participants go home and eat healthy lunches, but you can observe that they have learned and practiced a skill which can help them eat well.

Another example:

> "By the end of this session, participants will be able to identify strategies for weaning."

At the beginning of this group the participants can state a problem or concern pertaining to weaning and then at the end of the group, they could state what strategies they learned to address the issue. If participants can do the activity successfully, you have achieved your objective! You can't easily measure who uses these specific strategies to wean their child at home, but you can observe that they have learned a strategy that they could try if they choose to do so.

⇨ ## *Practice Activity*

1. Review your session guide. Using the *Job Aid: Evaluating Objectives* determine if your objectives are observable? If not tailor them accordingly.

Participant Feedback

Assessing Need

Your agency may gather input directly from participants to get a picture of what they need. This could be done in many ways – through a short survey that could be collected in a suggestion box in the waiting room or at the beginning/end of a group session, or through an organized focus group. Tallied results will be helpful for highlighting potential concerns, raising interesting issues and suggesting ideas.

Consider asking open-ended questions to gather information about your participants' ideas, thoughts and feelings:

♦   "What are your concerns around nutrition/your health/feeding your family?"

♦   "What would be helpful to know about feeding your baby/toddler/preschooler?"

♦   "What do you want to know about eating when you're pregnant/ breastfeeding?"

♦   "How easy/difficult is it for you to attend groups at the clinic?"

♦   "What would encourage you to come to a WIC group session?"

♦   "What time of the day works best for you?"

Close ended questions are a much quicker way to gather input.

For example:

Are you interested in learning more about…

_____ Mindul parenting

_____ Health at Every Size

_____ Baby beahviors/infant cues

_____ Screen time

Process Evaluation

One of the easiest ways to gather information about how your session went is to use a questionnaire at the end of a group. When doing so, reassure participants that this is not a test, but rather a way for you to hear how you did. Questionnaires or evaluation forms can be a useful tool for getting feedback. However, they do require some literacy skills. Keeping forms simple and explaining how to use them can help in getting good response rates. Other tips to remember to encourage participant feedback include:

♦ Provide enough time for participants to complete the form.

♦ Make it easy for them to remember to return it to you - have a box to put it in as they leave group.

Here is a sample evaluation form:

Please give us your feedback. This group is for you. We want to know what you think! Circle the number that matches how you feel.				
	💣※	☹	😐	☺
This activity was 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 session is………..				
One thing I might change about this session is………..				
Something I'd like to know more about is………..				

When literacy or language skills are limited, you can do your evaluation as a group activity by asking the questions orally and getting hand counts. You may also try doing the evaluation in small groups of participants, so the members of the group can help each other out. The group can have one or two people record all responses.

Types of Questions

As you have seen, evaluation questions can be closed or open-ended. Reponses can be gathered using check-off type responses, or fill in the blank, or by circling or indicating numbers on a continuum. When creating your evaluation form, limit the number of open-ended questions, because participants often don't want to spend a lot of time writing. Leave space for comments so that those who feel strongly about something and want to respond in writing have the opportunity to do so.

If your evaluation forms are being returned only partially completed or with ambiguous answers, then reassess and revise. You may not be asking the right questions.

Open-ended

Open-ended questions provide a way to get more feelings and thoughts from participants. They can be helpful, but use them sparingly. You can discourage participation if you use too many or you can generate data you don't have time to analyze.

> Example:
>
> One thing from this group that I want to remember is....

> Example:
>
> What vitamin A foods will you eat this week?

Check-off

Check-off questions provide a way to reduce the amount of writing a participant needs to do and makes the questionnaire quicker to

complete. Limit the choices to make this types of question easier to use.

2. What did you like about this group: (Check all that apply.)

_____ DVD

_____ group discussion

_____ activity with food pictures

_____ tips on eating well

_____ recipes and easy lunch ideas

_____ the way the instructor shared information

Continuum Questions

Continuum questions provide another way to get input from participants without requiring a lot of time on the participant's part. Continuum questions can also be quantified fairly easily if the scale you use is numerical. You can average the scores and come up with a indicator of overall satisfaction.

Example:

Circle the answer that matches how you feel.

Will you try the recipes you learned today with your family?

No	Probably not	Maybe	Probably	Definitely
1	2	3	4	5

Example:

Circle the answer that matches how you feel.

This group gave me…

| Nothing new | Reminded me of what I know | New information |

1   2   3   4   5

➡ *Practice Activity*

1. Locate the evaluation tools that your agency uses to assess participants' group needs and the tools used to evaluate the groups your agency offers.

TWIST

TWIST enables you to look at participant data. Running reports can yield a wealth of information about who your participants are and what they are most likely to need. TWIST can provide a glimpse of trends around food package assignment and frequency of nutrition risks. Show rates will indicate whether or not participants are attending the groups you are offering. You will be able to identify how many
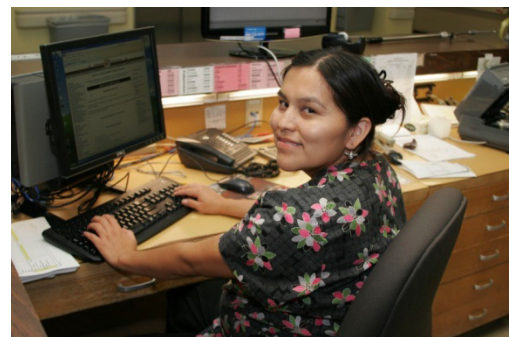
participants speak a particular language and what category your participants fall into.

Running reports in TWIST will allow you to identify how many participants you serve and knowing the number of pregnant women, breastfeeding women, infants, children, and special children on your caseload can be quite useful in planning your group nutrition education program.

Your target audience will come from the caseload your agency serves. You can break the population down a bit more by identifying each category separately.

Review by Category:

♦ Pregnant women;

♦ Breastfeeding women;

♦ Infants: (birth to 6 months, 7 months to 1 year)

♦ Toddlers (1 to 2 years);

♦ Children (2 to 5 years)

Depending on the size of your agency and how many participants you serve in each of these categories, you may want to break down the categories even further. For example, the category of pregnant women could be broken down as:

♦ Pregnant teens

♦ First and Second trimester women

♦ Third trimester women

Review by Language:

The data you use may identify how many participants are of a particular language group. Knowing how many participants of a particular language group may give you an idea of how often you might need to offer groups in that language.

Review by Risk:

Target groups can also be defined by nutritional risks. For example, those with anemia may be one group; you wouldn't want to develop a group session on iron if there wasn't a significant need at your clinic.

Each agency will be unique. You can see how knowing the population your agency serves can assist in the overall planning process.

⇨ *Practice Activity*

Work with your Training Supervisor to run the following reports in TWIST:

1. Run the WIC Priorities and Categories report (Operations Management Module ➔Outputs ➔ Caseload ➔WIC Counts by Priority/Category) to identify the number of individuals your agency serves in each of the following categories:

   Pregnant women:

   Postpartum women:

   Infants:

   Children:

2. Run a Non-English Spoken Language report (Operations Management Module ➔Outputs ➔ Caseload ➔Non-English Spoken Language)to determine the number of participants your agency (or clinic) serves who have non-English in Client Master.

3. Run the Agency Show Rate History report for your local agency (Appt Scheduler ➔ Scheduling ➔Output ➔ Show Rate Reports ➔Local Agency Monthly Second Nutrition Ed Show Rate Show) and compare show rates for individual education vs. group education.

What similarities or differences are you seeing?

What might be the cause for these similarities or differences?

Summary

How you evaluate depends on what you want to know about your group education program. Including observable behavior oriented objectives in your session guide will enable you to easily evaulate if you accomplished your objectives for any given session. Participants can provide a wealth of information, whether for planning your groups, or evaluating them once they are through.

Carefully consider what your purpose is in evaluating. If you collect a lot of information, you may find yourself overwhelmed with data that you don't have time to summarize and use. Keep it simple. Sometimes it is sufficient to hear what they liked about the group, and what they would change (if anything).

Every session provided by your agency will be targeted to a group of participants and designed to meet their needs and interests. Assessing need can be done globally to review what kinds of group education opportunities your agency wants to provide or can be done to plan a specific group. Regardless of the approach, this information will help to provide a solid foundation for your agency's nutrition education program.

☑ *Skill Check – Self-Evaluation*

1. List two methods for conducting evaluations.

Lesson Level: 2

4–3 Using Your Evaluation Results

Objectives

After completing this lesson, you will be able to:

♦ Identify a four step process to support quality groups.

♦ Describe your role in supporting continuous quality improvement.

Overview

Evaluation results help local agencies revise groups based on participants' feedback. Evaluation results can provide information about individual group sessions or about your group education program as a whole. Results will inform you about show rates and may help you to consider your marketing efforts.

Group education programs are a work in progress. Evaluation is an ongoing part of the continuous quality improvement process. Many local agencies have established methods for collecting and sharing participant feedback regarding their nutrition education program.

Meeting Participant Needs

How satisfied are your participants with the quality of sessions offered? What is their satisfaction with times or locations of the

sessions? What do participants say about the groups they have attended?

The feedback gathered through your evaulations can help to develop meaningful group sessions.

> Example:
>
> In response to concerns expressed by participants after a media report in the news, one local agency developed a group session around pesticide use on fruits and vegetables.

> Example:
>
> A group session was developed on how to shop for WIC food based on vendor and participant feedback about the difficulty of getting the right amounts and types of foods when shopping with WIC benefits.

The results from your evaluations will help to prioritize the education needs of participants and to improve your nutrition edcuation program as a whole. When you look at your agency'starget audience, current staffing, agency resources, and participant interests and needs, you will be able to determine:

◆ What kinds of groups will be most useful to your participants? How will you address key concerns of participants?

◆ How often will you offer certain types of groups?

◆ Who on staff has the skills to develop group sessions? What types of learning activities will appeal to participants?

◆ Who on staff will facilitate those sessions?

◆ What resources do your agency or other community partners have that can help meet the needs of your session? (Accessible location with adequate space, equipment, supplies, donations, guest speakers etc.)

Note

In your assessment, you may have identified a need that your agency does not have the expertise to address. Use available resources in your community to help fill in the gaps.

⇨ *Practice Activity*

1. Use the results from the TWIST reports you ran in the previous lesson to determine how you are meeting the needs of your participants. Cirlce yes or no for the following questions:

   Yes or **No**: Is there a group education opportunity for all categories of your participants?

   Yes or **No**: If your agency has a large non-English speaking population, does your agency offer group education in another language?

2. How can you use the results from the show rate report to help strengthen your agency's group education program?

Continuous Quality Improvement

Creating participant centered groups is an iterative process. There is no exact start or finish, but rather a constant revising and fine tuning to ensure the participants' needs and interests are met. WIC staff are continuously trying to make sure the groups provided are relevant, appropriate and improving.

A four step process is used to ensure continuous quality improvement of the group sessions offered. The four steps are: **assess**, **plan**, **implement**, and **evaluate**.
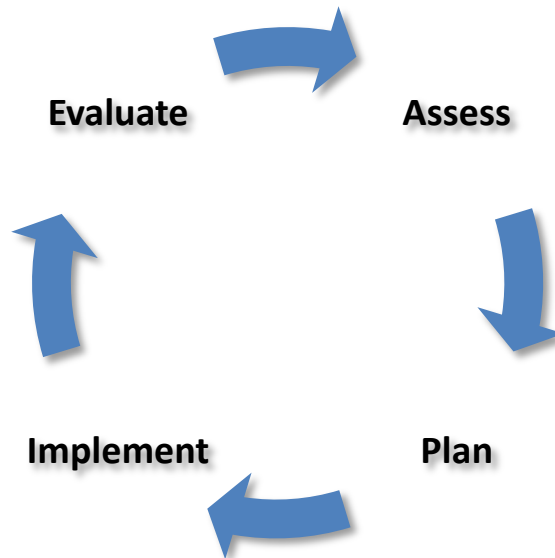
Adult learners want to learn information that is immediately meaningful, something they can take back and use right away. When we **assess** our participants' interests and needs, we will have a better understanding of our target audience's needs and will be able to **plan** session guides with those in mind. There is an element of trial and error present when we **implement** our session guides. Sometimes what looks great on paper might need some tweaking for a specific group. In order to fully understand how a session was received by the participants, we need to **evaluate**.

Assess:

Who is the target audience? Why are they on WIC? What are the common issues present with this audience that would necessitate a group vs. individual nutrition education contact? What would make this session relevant to this audience?

Plan:

Who is the subject matter expert for the topics that will be presented? Who will develop the session guide? What program or

community resources are available to support our efforts? Where and when should this session be held?

Implement:

How much practice will be required by the facilitator prior to the session? How will the session be marketed to the target audience? Who will gather the resources needed to present this session?

Evaluate:

What was the impact of a session? Were the objectives achieved? How was it meaningful to the group? What were the strengths and weaknesses of a session? Are there elements that should stay the same or be changed before the next presentation? Should the session be repeated in the future?

⇨ ***Practice Activity***

1. Why is evaluation such an important part of the continuous quality improvement process?

2. Thinking about your agency, what steps are taken to support the continuous quality improvement process of your group education program?

   Assess:

   Plan:

   Implement:

   Evaluate:

3. What is your role in this process?

Summary

Supporting quality participant centered groups is an ongoing process that involves specific steps. While all staff play a role in supporting quality group education, not everyone is involved in all levels. Local WIC programs use a four step process to ensure that quality participant centered group sessions are consistently provided. Understanding these steps helps you to identify how you can be a part of this important process.

☑ *Skill Check – Self-Evaluation*

1. What are the four steps involved in the continuous quality improvement process?

Lesson Level: 2

Review Activity

With Your Training Supervisor

1. Discuss your questions about Chapter 4.

2. Check your answers to the written *Practice Activities* and *Skill Checks*.

3. Review the tools used to evaluate the group nutrition education your agency offers.

4. Discuss the TWIST reports you ran and ways you could use this information to support quality groups at your agency.

5. Review who is involved in the four steps of the quality improvement process for your agency.

6. Discuss available resources in your community to support your group nutrition education.

Job Aids and Resources

Contents

| Job Aid | **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.

♦ We value participant centered education.

Guiding Principles: How values are achieved

♦ Effective nutrition education is based on current scientific research and national standards.

♦ Effective nutrition education is interactive; participant centered 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.

Oregon Nutrition Education WIC Support (NEWS)
Google Group

The **Oregon Nutrition Education WIC Support (NEWS) Google Group** is a list-serve and discussion forum comprised of local agency WIC staff. The purpose of this group is to work collaboratively to improve the participant centered education in our agencies across the state. Any time you want to share something with the Group, send an e-mail to or-wic-nutrition-ed-group@googlegroups.com, and the message is received by other group members via e-mail and is archived online in a thread. You can attach documents, just as you would to a normal e-mail, and these are archived online as well.

To get started, it's a simple registration process. **Note:** *If you are currently signed-in to a Google or Gmail Account, <u>sign out</u> before starting*.

1. **Click on this link to create a new account** using your **WORK e-mail address**, and a **password** you can remember.

   EXAMPLE: **Work e-mail:** sara.e.sloan@state.or.us
   Location: United States
   Birthday: 12/31/1900 (to verify you're over 18)
   Word Verification: (standard anti-spam protection)

   Agree to Terms of Service and click the "Create my account" button.

2. You will receive an e-mail in your in-box from *'account-verification-noreply@google.com.*' Click on the link in the e-mail.

3. Send an e-mail to Sara Sloan at sara.e.sloan@state.or.us letting her know you've created an account. She will add you to the members list.

4. You'll get a second e-mail from *'noreply@googlegroups.com'* confirming your membership. Sign-in and you're ready to go!

This page intentionally left blank.

A Comparison of Nutrition Education Approaches in WIC

	TEACHER CENTERED	**PARTICIPANT CENTERED**
Educator's Presentation	• Educator wants to be seen as a knowledgeable nutrition expert	• Educator wants to be seen as a facilitator or partner, who provides information, ideas and support to help the participant make positive nutrition/health behavior changes
Educator's Actions	1. Asks for information from the WIC participant about risks and problems 2. Decides which nutrition/health behavior changes the WIC participant should make 3. Informs the WIC participant what is wrong with her current nutrition/health behaviors (her "nutritional risks") 4. Presents an action plan with broad suggestions for behavioral change 5. Asks yes/no and leading questions to confirm the WIC participant's understanding of the nutrition information and action plan	1. Asks for information from the WIC participant about her goals, abilities, questions and concerns 2. Helps the WIC participant decide which nutrition/health behaviors she wants to change, in the context of her own goals, culture and personal situation 3. Helps the WIC participant identify barriers to change and strategies she can use to overcome them 4. Offers information and ideas for how participant can change her behavior, with small doable action steps 5. Asks open-ended questions and active listening skills to encourage the WIC participant's active participation and to make sure she (the educator) understands
Expected Outcomes	• WIC participant leaves with information she can use to change educator-identified nutrition/health-related behaviors	• ○WIC participant leaves with information and decides what behaviors she can change **+** • WIC participant gains ideas and makes her own decisions about small steps she can take, motivation to take those steps and a feeling of support that can help her to change her nutrition/health-related behaviors

I.A. PCE One-Pager

Group Nutrition Education Observation Guide

Agency | **Group Title**

Staff Name | **Language** | **Group Size**

Some skills to listen and watch for:	Observations: Specific examples you heard or observed
▪ **Opens the session** ▪ **Spirit** ✓ CARING ✓ Displays positive energy and relaxed, open body language ▪ **Involves the group** ✓ Accepting and non-judgmental of all view points ✓ Allows time for everyone to talk ✓ Participate or be silent by choice ✓ Pauses for answers ✓ Asks group to respond to questions before providing info ▪ **Affirms participation** ▪ **Asks open-ended questions about participants experience or ideas** ▪ **Summarizes or reflects** ▪ **Keeps the session on topic** ▪ **Closes the session** ▪ **Other:**	

Self Reflection / Providing Positive Feedback

These questions can be used by the facilitator for self reflection after group nutrition education, or can be used by an observer to debrief with the facilitator when providing positive feedback after a session.

► How do you feel the group went?

► What do you think went well?

► What might you do differently next time?

► What was the most challenging part of the facilitation?

► What did you do to prepare the environment?

► What changes, if any, did you make to the group outline? Were session objectives met?

► How were participants involved in your presentation? How did you introduce the topic to your participants?

Additional Positive Feedback for Observers to Share:

► Here are some examples of things I saw or heard you say…..

► Offer any other affirmations on what you observed

How to Create a Participant Centered Group Session Guide

Step 1: Identify the session focus

Target Audience: Who is the primary audience the session is designed for? Secondary audience?

Session Goal: Why are you offering the session to your target audience? What is the primary focus of the session?

Key Content Points: What key information would the participants need or want to know by the end of the session? (Aim for three main points or less.)
- Point 1:
- Point 2:
- Point 3:

Session Objectives: What is the session **for?** What do you want participants to be able to do by the end of the session? What would they have to do in order to achieve the session goal?
(Limit the scope by estimating 1 objective for every 10 to 15 minutes scheduled.)
- Objective 1: By the end of the session, participants will (insert action verb)
- Objective 2:
- Objective 3:

Step 2: Plan the session

Learning Activities: How will participants meet the session objectives? Use the table in Step 3 to draft ideas for learning activities.

Draft Session Title: What will you call your session so people want to attend? Will it help market the session?

Location Considerations: **Where** will this session be held? How does that impact the session? What will you need to do to make the environment conducive to learning?

Materials Needed and Their Location: What supplies or learning materials will you need to complete the activities in the session? Where are they normally located or stored?
- Audiovisuals or PowerPoint?
- Written materials?
- Activity supplies (e.g. pens, paper)?

Preparation Needed: What tasks need to be done prior to the session to be ready to go when the participants arrive?
- Food purchase or prep?
- Gather materials or make copies?
- Room set up?

Time Needed: When will the session be offered? How long should be scheduled for this session?

Facilitator Considerations or Expertise Needed: What special expertise, if any, does this session require of the facilitator? What content knowledge and/or facilitation skills might be needed to handle what could be brought up during this session? What resources might the facilitator find useful to review before the session?

Step 3: Refine your session outline to ensure activities meet your objectives

Use the table to outline the content and learning activities in your session that ensure you meet your session objectives.
- What is the logical order for the activities and content?
- What are key phrases, open ended questions, introductions, or transitions you want to include to keep on track?
- What key concepts or major content do you want to be sure is covered?
- What are the instructions for activities you are planning?

? This symbol can identify key open ended questions to be used to facilitate discussion and involve participants.

> **Key points to remember about open ended questions:**
>
> - Are asked in a way that is open and inviting;
> - Are asked without expectation of a set, correct answer;
> - Explore participant's thoughts, feelings, or plans;
> - Invite dialogue and engage participants.

Facilitator notes: What tips or hints would you offer to someone else using this session guide?

Time	Learning activity (Supports participant centered content/instruction) - Key Open Ended Questions – Important concepts to cover	Objective covered
2 min	**Opening the session**: • Welcome/greeting • Introduce yourself • Set the stage (time, topic, safe environment) • Permission to start	
5 min	**Warm-up activity**: • Invite participation and focus the conversation • Instructions for activity • **?** **Open ended question?** • Transition to next topic/activity	
X min	**Activity 1**: • **?** **Open ended question?** • List important concepts that you want to remember to address if not brought up during discussion or activities	

Time	Learning activity (Supports participant centered content/instruction) - Key Open Ended Questions – Important concepts to cover	Objective covered
X min	**Activity 2**: • ❓ **Open ended question?** • Learning activities address Adult Learning (Respect, Immediacy, Safety, Engaging) • Learning activities focus on different learning styles (See, Hear, Do, Read)	
X min	Optional Activity: • ❓ **Open ended question?** • Add activities as needed	
X min	**Closing the session**: • Summary of key points in session • Opportunity for last questions or reflections from participants • Identify resources for more information after session • Affirm and express confidence in their ability to succeed • Opportunity to evaluate session • Logistics for voucher pick-up • Thanks for attending and participating	

Step 4:Facilitator review – Assess how it went and what would you change
- How well does the session support the "talk less, listen more" philosophy? (Lecture less, involve more)
- What have I included in the activities to help participants be involved in their own learning?
- How do I allow for participants to have a potential ah-ha moment?
- How do I include time for the participants to digest and reflect on what was covered?
- What was the participant's reaction to the session?
- Consider making changes to the guide as you experiment. After you try it, ask yourself - What went well? What would I change next time?

4 of 4

Your Participant Centered Group Session Guide

Final Session Title:

Target Audience:

Session Goal:

Key Content Points:
- Point 1:
- Point 2:
- Point 3:

Session Objectives:
- Objective 1:
- Objective 2:
- Objective 3:

Session Planning

Draft Session Title:

Location Considerations:

Materials Needed and Their Location:
-
-

Preparation Needed:
-

Time Needed:

Facilitator Considerations or Expertise Needed:

Session Outline

Facilitator notes:

Time	Learning activity (Supports participant centered content/instruction) - Key Open Ended Questions – Important concepts to cover	Objective covered
X min	**Opening the session**: • Welcome/greeting •	
X min	**Warm-up activity**: • **?** •	
X min	**Activity 1**: • **?** •	
X min	**Activity 2**: • **?**	
X min	**Optional Activity** : • **?**	
X min	**Closing the session:**	

Step 4:Facilitator review –
- How well does the session support the "talk less, listen more" philosophy? (Lecture less, involve more)
- What have I included in the activities to help participants be involved in their own learning?
- How do I allow for participants to have a potential ah-ha moment?
- How do I include time for the participants to digest and reflect on what was covered?
- What was the participant's reaction to the session?
- Consider making changes to the guide as you experiment. After you try it, ask yourself - What went well? What would I change next time?

Writing Objectives – Levels of Learning

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Verbs to use when writing objectives	Collect	Associate	Apply	Analyze	Arrange	Appraise
	Count	Clarify	Balance	Calculate	Assemble	Assess
	Define	Compare	Build	Categorize	Collect	Choose
	Draw	Compute	Calculate	Classify	Combine	Compare
	Indicate	Contrast	Classify	Compare	Compose	Conclude
	Label	Describe	Construct	Contrast	Construct	Critique
	List	Differentiate	Demonstrate	Construct	Create	Debate
	Locate	Discuss	Dramatize	Debate	Design	Decide
	Match	Distinguish	Employ	Detect	Develop	Defend
	Name	Estimate	Elaborate	Diagram	Formulate	Determine
	Point	Explain	Examine	Differentiate	Imagine	Estimate
	Quote	Express	Exhibit	Distinguish	Improve	Evaluate
	Recall	Fill out	Illustrate	Examine	Integrate	Gauge
	Recite	Find	Interpret	Experiment	Invent	Grade
	Record	Generalize	Modify	Explain	Generalize	Judge
	Relate	Identify	Operate	Group	Manage	Justify
	Repeat	Interpret	Practice	Inspect	Modify	Measure
	Select	Locate	Predict	Inventory	Organize	Rank
	Show	Predict	Relate	Order	Plan	Rate
	State	Prepare	Restructure	Question	Predict	Recommend
	Tabulate	Translate	Role play	Relate	Prepare	Revise
	Tell	Recognize	Schedule	Separate	Prescribe	Score
	Trace	Report	Shop	Solve	Produce	Select
	Underline	Restate	Sketch	Summarize	Propose	Test
	Write	Review	Solve	Survey	Relate	Validate
		Summarize	Transfer	Test	Set up	Value
			Use/Utilize		Specify	Verify

Passive ➡ **Active**

Writing Objectives – Levels of Learning

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Definition	Participants recall information or specific facts	Participants grasp the meaning of material	Participants apply information to a new context	Participants take information apart and identify relationships	Participants put things together in a new or creative way	Participants judge the value of something using the correct criteria
Examples	Participants will be able to list all the reasons babies wake up at night.	Participants will be able to explain what they do when their infant wakes up at night.	Participants will examine their opinions on when and how to introduce solid foods to babies.	Participants will compare why some babies sleep through the night at 2 months and others don't. Participants will then explain why their baby might wake up at night.	Participants will propose possible pros and cons of giving baby cereal in the bottle.	Participants will use the AAP guidelines to assess what their HCP says about the introduction of solids. Participants will evaluate how the guidelines apply to their family.

Passive ➤ **Active**

Engagement	**Passive:** Objectives focused on these levels of learning are less likely to engage participants. *Knowledge* and *comprehension* can be attained by simply reading materials or listening to lectures. *Application* involves taking something already learned and using it to solve new problems. Objectives from these levels may involve activities such as listening to a lecture, reading a handout, watching a video or a demonstration.	**Active:** Objectives focused on these levels of learning are most likely to engage participants because they inspire the participant to learn and create personal solutions. Objectives from these levels may involve activities with case studies, discussion questions, debates, peer instruction, problem based learning (here is the problem – how would you solve it), jig saw (putting the pieces together), pros and cons grids, confidence ruler/0-10 scale, trade off analysis, or menus/list of choices.

Job Aid	**Using PowerPoint Presentations**

Advantages and Disadvantages

What are the advantages of 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 are the disadvantages of using PowerPoint?

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

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 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 or www.av.com.
- Outline the content you want included on slides.

Include

- An introductory slide that gets people's 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 participants 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 participants 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 participants in the session talk more or less than without the PowerPoint slides?

◆ Did participants ask questions and talk to each other in the session?

◆ Were participants attending able to meet the session objectives?

◆ Did PowerPoint allow you to show something you wouldn't have been able to otherwise?

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?

◆ 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 ingredient.

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 participants.
- ◆ Don't use PowerPoint as a crutch for not knowing the information.

Job Aid | **Warm-Up Activities**

Exude your participant centered spirit to set a positive tone at the start of your groups. This will support sharing answers to the warm up activity questions listed below.

General Warm up activities:

Have participants introduce themselves and…

♦ Share a favorite vegetable or herb to use in cooking

♦ Share a fast, healthy food that they prepare

♦ Share a favorite healthy food

♦ Share a favorite food that they frequently purchase

♦ Share a favorite healthy snack or food that they prepare

♦ Share a favorite form of exercise and what makes it fun

♦ Share one thing they do to take care of themselves

Warm up activities for Children's Groups:

♦ Ask participants to introduce themselves, their children's first names and ages and to…

♦ Share children's favorite fruits or vegetables

♦ Share a favorite childhood food

♦ Share a vegetable or fruit that has been offered to children this week, and the children's response

♦ Share a favorite childhood snack

♦ Share something that their child does that makes them proud

♦ Share a favorite green food and another green food that children like to eat (Can substitute any color)

♦ Share an enjoyable outdoor activity

Warm up activities for Infant Groups:

♦ Have participants introduce themselves, their babies, the baby's age and…

♦ Share if baby has a favorite thing such as a blanket, doll or pacifier

♦ Share something new the baby has been doing

♦ Share methods of finding time to eat and sleep with a new baby

Warm up activities for Prenatal Groups:

♦ Have participants introduce themselves and say the baby's due date, whether they know if it is a boy or a girl and…

♦ Share something about their pregnancy

♦ Share how eating habits have changed since pregnancy or how they are the same

♦ Share what they have heard about breastfeeding

Learning Activities

Below you will find a description of various types of activities you could incorporate into your groups.

Pair Share

This method asks 2 participants to discuss a topic or experience. This is sometimes followed by asking people to share what they just discussed with the rest of the group. Participants are more likely to share with just one other person. This often makes them feel safer to share in the larger group.

Key Elements:

♦ Tell people about pairing upfront (e.g. "I'm going to be asking for your ideas and you'll have a chance to talk with some other folks in the group.")

♦ Physically pair people up: Use your fingers or hands to point out pairs (e.g."You 2, you 2, and you 3"). Ask people to stand up and find a partner. Avoid "turn to your neighbor" as this can be confusing.

♦ Keep the activity short and let them know how long they have.

♦ Consider giving each pair something to focus on. Have the question being discussed written down. Use a prop such as a handout, picture, or object.

♦ Repeat the instructions or question right before they start.

Difficult Situation:

♦ Odd # of Participants: Make one set of three as facilitators are not a good idea as a partner.

♦ Participants already in pairs (e.g. mom/dad, mother/daughter): Keep them together in a pair or add one other person to make a trio.

♦ Participant doesn't want to pair up: Honor that and let it go.

♦ Participants needing to care for children: Honor that or put in a trio.

♦ Language differences: Move pairs around to accommodate if possible. Often another participant will volunteer to help.

♦ Latecomers: Depending on where in the activity you are, add them to a pair or just let them know what is going on and what folks are talking about.

Explore/Offer/Explore

This method encourages multiple voices and allows the facilitator to tailor information offered based on what participants in the group already know. Use this technique to share information in a way that encourages further group discussion.

Key elements:

1. **Explore:** Ask what the group has heard about the topic:

> "What have you heard about..?"
>
> "What are some things you already know about...?"

2. **Offer:** Offer information in a neutral, nonjudgmental manner. Once you have heard from them, if there is additional information to share, ask permission to offer first. Keep the information offered short and to the point, no more than 2 to 3 options. Be sure to offer from a professional viewpoint, avoiding "I think…" or "You should…"Emphasizing the participants' choice will hold the space for them to easier consider what you are sharing - "I recognize that it is your choice to…. Other ways to preface the information you offer, include:

> "The American Academy of Pediatrics recommends..."
>
> "Other parents have found..."
>
> "What we generally recommend at WIC..."

3. **Explore:** Ask about their thoughts, feelings or reactions to the information that was offered. Be sure to affirm their participation and accept their thoughts neutrally.

> "What do you think about this information?"
>
> "If you made a change in this part of your life, how might this impact you or your family?
>
> "Based on these ideas, what could you see yourself doing?"

Pros/Cons

This comparison activity allows participants to consider the different perspectives of a concept. This engages learners at an active level of learning because they identify how the concept relates to them and are able to draw their own conclusions. Pros/cons can be used to address concepts which require action; are controversial; have high impact and/or high cost; or frequently include misinformation, myths, or misconceptions

Key Elements:

1. **Identify the concept**: Identify a key concept to consider. The concept can be either identified by the group or by the facilitator ahead of time. Be sure to offer the concept neutrally to ensure learner safety during the activity.

> Examples:
>
> ♦"So, I am hearing some differences of opinion about XYZ. Let's look at both side of this idea."
>
> ♦ "One of the things we get a lot of questions about in WIC is …"
>
> ♦ "You may have heard some really different ideas from people about how to handle …"

2. **Pros and Cons**: Ask the group to identify the pros and cons of the concept. This can be presented as pros/cons, pros of no change/pros of change, +/- etc. Consider tracking the responses of both perspectives by drawing a line in the middle of a white board or

chart paper (participants could be given paper to write their own +/-). Guide the group to consider all view points, including ones you may not agree with.

> Examples:
>
> ♦ "We've talked about the reasons to do XYZ. What are some of the reasons not to?"
>
> ♦ "What have you heard other mothers say about...?"
>
> ♦ "What are the advantages to not making a change and keeping things the way they are?"
>
> ♦ "If the issues were magically to disappear, what might be the benefits of this?"

3. **Conclusions or Next Steps**: Ask about their thoughts, conclusions, or next steps based on the ideas that were offered. Affirm participation and accept their thoughts neutrally.

> Examples:
>
> ♦ "Now that we have explored this, I am wondering what you see as your next step? How does this fit in your future?"
>
> ♦ "Based on these ideas, what could you see yourself doing?"
>
> ♦ "After looking at both sides, what do you make of this information?"

Storytelling

Storytelling is an ancient art- one that is used in every culture. Participants are more apt to remember a point if you create a picture in their minds through a story or anecdote. Storytelling increases the active level of learning, as participants use critical thinking to analyze the story. If your group is starting to yawn, a story can bring back their attention. You can make up the anecdote (it doesn't have to be true) or "collect" them from experiences shared in other groups. You can even plan them into the group as one of your activities on your methods list.

Storytelling works with many different cultures and supports safety because participants are discussing "someone else", not personal information. Try to limit

your personal stories. Good stories include an emotional hook (emotion increases learning). Consider writing the story down so details are included (don't forget visual, auditory, or other sensory details).

Key elements:

1. Identify a story that illustrates a key concept. An effective story will be short, relevant to the topic, realistic for participants and be about a fictitious family (not the facilitator).

2. Tell the story to the group. Be sure to ask permission first – "I'd like to tell you a story and hear what you think. How does that sound?"

3. Get into the story – use your voice and body language to emphasize details.

4. Consider ending the story with an emotional hook.

5. Ask the group to describe how the story made them feel or analyze key components of the story. Affirm participation and accept their thoughts neutrally

Example from "Touching Hearts, Touching Minds":

"I'd like to share a story related to today's discussion. How does that sound?"

"Imagine that a young child - about four years old – and his mother are at a fast food restaurant. He asks for a hamburger, soda, and large French fries. Mom smiles and orders a hamburger, milk, and apples. The boy protests. Mom explains that she loves him very much and wants the best for him. Children have an amazing ability to learn lessons from parents."

"What lessons might this young child learn from a mother who insists that her child drink milk instead of soda, and eat apples instead for French fries?"

Responses might indicate the emotional components of mom's love for the child, the practical aspect of mom is in charge, or the logistics of how to order healthy in a fast food restaurant.

"What will you do next time you go to fast food restaurant to keep the balance?"

Another example:

You want to get across the point that parents are responsible for offering children nutritious food. You can tell about a mother who goes into 7-11 store, and her three year old wants a snack. The mother asks the three-year old what she would like to drink and sometimes the 3 year old wants juice and sometimes she wants pop. And the mom lets her have whatever she wants. Can a three year old really make a decision about what is nutritious? No, that's the parent's decision. You might then lead into a discussion about nutritious choices that a parent can offer at 7-11, or about when it is okay to let children have pop.

Sharing Your Experiences

To illustrate a problem or to make a point, you can tell about your own experience. Also, if you are open about your own experiences that may encourage your participants to do the same. Be careful, though, that you keep your own disclosures in balance and in proportion to the sharing of the rest of the group. Remember that your purpose as leader/facilitator is not to talk about yourself. Your disclosures should serve a purpose to draw others out or to make a point.

Games/Activities

The more involvement the participants have in the nutrition education experience, the more they tend to remember.

> Example:
>
> To plan a diet, instead of having participants write food choices down on paper, have them select from colorful paper food models (Dairy Council) Place them on a table, cafeteria style, and participants can select foods for each meal of the day. (This activity requires adequate table space for selections, and may be limited to smaller groups of participants.)

Zero to Ten Scaling

This activity allows participants to explore their confidence, interest, or readiness related to a topic. Zero to Ten Scaling increases active learning because participants analyze their responses to a given topic and identify their areas of ambivalence and compose possible change talk. This activity can be used by the facilitator as a pre-/post-assessment of participants in a session. Be careful not to make it about agreement with you or about right or wrong answers.

Key elements:

1. Ask the group a question about their confidence, interest or readiness related to a topic. Consider including context for the question.

> Example:
>
> "Thinking about starting your baby on solids, on a scale of 0-10 how confident are you that you could start solids without any trouble?"

2. Invite participants to indicate where they are on a 0 to 10 scale

  The scale can be on white board, chart paper, cards or circles on the floor or wall. Explain what the numbers indicate – "0 means no way, and

10 means absolutely". Participants can indicate their location with an adhesive dot, marker, or by standing next to the number (Note: anonymity feels safer). Ask the group to note the distribution of numbers (most will fall between 2 and 8)

Examples:

"On a scale of 0-10, how ready are you today to …?"

"Considering all the different factors, on a scale of 0-10 how interested are you in …?"

"On this scale, 0 means no confidence at all and 10 means absolutely confident."

"Zero means I don't have any interest at all in changing and 10 means I am ready to change today."

---

3. Ask why they are at particular number and not at something lower or zero.

Example:

"How come you picked your number and not a lower number or zero?"

---

4. Ask what it would take to move higher on the scale, even ½ step higher, or ask why someone else might be higher

---

Example:

"What would need to happen today for you to move a half a step forward?"

---

5. Reflect and paraphrase

Job Aid	**Session Guide Evaluation**

Session Guide Evaluation

Session:_____

| Does the session guide meet the following criteria?	Yes	No	Notes
The session focus is clearly defined (target audience, session goal, and key content)			
Session objectives identify desired behavior changes. (See Page 2 Evaluating Objectives)			
Session content is relevant, evidence based, and consistent with WIC recommendations			
Session logistics are identified (location, time preparation, and materials needed)			
Learning activities help participants meet the session objectives			
Learning activities support Adult Learning • Respect • Immediately meaningful • Safety • Engaging			
Learning activities involve different learning styles • Hear (Auditory) • See (Visual) • Do (Kinesthetic) • Read			

Does the session guide meet the following criteria?	Yes	No	Notes
Instructions for learning activities are complete and clear			
Learning materials are relevant to the objectives and there is a plan for how participants will interact with the information			
Sample open ended questions are included and provide an opportunity for participants to be involved with their own learning			
Session guide provides facilitators with the information they need to ensure important concepts are covered			
Opening, closings, and transitions are planned			

Job Aid	**Evaluating Objectives**

Do the objectives meet the following criteria?	Yes	No	Notes
Include **CAB**: **C**onditions or circumstances **A**udience **B**ehavior (Use verbs that are observable)			
Session objectives easy to understand			
The objectives can be accomplished in the time and environment the session will occur			
Objectives are specific enough that the results can be observed (Since you cannot observe that someone "knows" or "understands", use an action that demonstrates that the participant knows or understands.)			
Objectives state only one result to be accomplished			
The objectives are realistic for participants to attain			

Some objectives move participants to higher levels of learning and engagement
  1. Knowledge
  2. Comprehension
  3. Application
  4. Analysis
  5. Synthesis
  6. Evaluation			

Various types of objectives are included **Head** – increase knowledge **Heart** – change attitude **Hand** – practice new skills			

Review Activity

Final Review Activity

This is an open book exercise. You may use your module to find the answers.

Write your answer to the following questions.

1. List the six domains of the participant centered group model.

2. List the five levels of staff involvement in providing participant centered groups.

3. **True** or **False**: All staff will be required to develop new session guides.

4. Describe one difference in the nutrition education approach of a teacher compared to a facilitator.

5.   What are three responsibilities of the facilitator?

6.   Describe two things a facilitator can do to have effective non-verbal communication skills.

7.   List one benefit and one limitation of the following types of group education:

   ♦ Facilitated Group Discussion:

   ♦ Health Fairs/Activity Stations:

   ♦ Child-Centered Approach:

   ♦ Family-Centered Approach:

   ♦ Guest Speakers:

8.   What does the acronym RISE stand for?

   R

   I

   S

   E

9. Describe what the Stages of Change theory tells us about behavior change.

10. Describe how the spirit of participant centered services can impact group facilitation.

11. List three common group challenges and one strategy to address each challenge listed.

12. What are the four necessary components of the session focus for a group session design?

13. Define target audience.

14. List the three types of objectives, and write an example for each type – be sure to include the **CAB**!

15. Describe two ways to create a positive learning environment for participants?

16. What are three learning activities you can use to engage participants?

17. What is the purpose of a visual aid?

18. What is the advantage of beginning a group with a warm up activity?

19. List two components of a closing statement.

20. When evaluating a session guide for participant centered criteria, you'll see it in which of the following? (Check all that apply.)

    ___ the environment

    ___ the kind of information given

    ___ the way the information is offered

    ___ the sequence of the learning

    ___ the staff facilitation skills

    ___ the way the questions are asked

    ___ the voices of the participants

    ___ the way the conversation flows

    ___ the spirit of the room

21. Why is it important to evaluate the group education you provide?

22. Describe how information from each of the following types of evaluation could be used to support quality participant centered groups.

    Needs Assessment:

    Process:

23. What are the four steps involved in the continuous quality improvement process?

Training Module Evaluation

Training Module Evaluation

For the first four questions, circle the answer that best reflects your opinion.

1. Overall, I think the training module was (circle number):

A waste of time		Okay		Very valuable
1	2	3	4	5

2. This training gave me…(circle number):

No new information		Reinforced information		New information
1	2	3	4	5

3. This training gave me…(circle number):

No new skills		Reinforced skills		New skills
1	2	3	4	5

4. I found the format of reading, practice activities, skill checks and case studies to be (circle number):

Not useful		Okay		Very useful
1	2	3	4	5

5. The part of the training module that was most useful/helpful was…

6. If I could add to or change any part of the training module, I would…

7. The time it took for me to complete this module was _____ hours.

8. I started working on this training module _____ (days/weeks/months) ago.

9. Check all that apply:
   _____ I am a new staff person.
   _____ I am an existing staff person.

Years in WIC/MCH _____