



Attachments for Students

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Consider the following when using the ruler with participants:

Not Ready:

If the mark is on the left side of the ruler (0-3):

Consider:

- ◆ What would you need to happen to think about changing?
- ◆ What help do you need?
- ◆ What do you need to know more about ____?
- ◆ How would you feel about reading a pamphlet about ____?

Respectfully acknowledge decisions:

- ◆ I respect your decision to not make this change right now.

Offer suggestions, as appropriate. Emphasize "It's up to you" - "thank you for thinking about it"

Unsure:

If the mark is somewhere in the middle of the ruler (4-7), try this:

Explore mixed feelings:

- ◆ Why did you say you were "Unsure" instead of "Not Ready"?
- ◆ What might make you more ready to change?
- ◆ What are the good things about trying to change?
- ◆ What are some of the things that make it hard for you to change?

Build readiness:

- ◆ Where does that leave you now? What's the next step for you?

Show appreciation-express confidence "when ready":

- ◆ Thank you for talking with me today - when you are ready to change, I feel confident you can do it.

Getting Ready/Ready:

If the mark is on the right side of the ruler (8-10), try this:

Brainstorm ideas and explore barriers:

- ◆ What are some things that are helping or would help you make the change?
- ◆ What else could help you make the change?
- ◆ Who can help you?
- ◆ What are situations that make it hard for you to follow through?

Develop a plan together:

- ◆ What is your plan? (Explore specifics-when, where, how)

Summarize decision:

- ◆ Thank you for talking with me today - your plan tosounds like it will work well for you.



Module 1

What Motivates People to Change?

Handout: Stages of Change Overview and Counseling Strategies

Instructions: Review the following descriptions of the Stages of Change. Use the strategies provided to help tailor your counseling approach when working with participants. Refer back to this handout prior to conducting your observation for this module.

Stage and Description	Counseling Strategies
<p>Pre-Contemplation</p> <ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Increase awareness of the new behavior and the reasons to make a change. ◆ Ask about their personal concerns and fears around making change. ◆ Ask them to describe the benefits or advantages of making the change. ◆ Create a supportive climate for change by being respectful and accepting their decision. ◆ Use teachable moments: when a participant asks a question, offer information. ◆ Listen: _____ ◆ Discuss: _____ ◆ Your ideas: _____ _____

Stage and Description	Counseling Strategies
<p>Contemplation</p> <ul style="list-style-type: none"> ◆ Is interested in changing but not ready to commit. ◆ Aware of the reasons to change <u>and</u> the reasons to stay the same. ◆ May stay in this stage a long time. ◆ Sometimes characterized as ambivalent. 	<ul style="list-style-type: none"> ◆ Explore the pros and cons of staying the same or changing. ◆ Acknowledge their fears and barriers around making the change. ◆ Help them identify small achievable steps. ◆ Ask them to prioritize one small thing to try. ◆ Affirm past successes and their courage to consider the change. ◆ Listen: _____ ◆ Discuss: _____ ◆ Your ideas: _____ _____
<p>Preparation</p> <ul style="list-style-type: none"> ◆ Getting ready to change. ◆ Wants to change but not sure they can. ◆ May have a plan for how they will change. 	<ul style="list-style-type: none"> ◆ Ask them to discuss options for getting started. ◆ Help them develop a plan for getting started. ◆ Encourage small first steps. ◆ Talk with them about early attempts and ways to succeed. ◆ Affirm efforts to try new skills, building their confidence. ◆ Listen: _____ ◆ Discuss: _____ ◆ Your ideas: _____ _____

Stage and Description	Counseling Strategies
<p>Action</p> <ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Ask them how they plan to practice new skills. ◆ Reflect on early efforts. ◆ Ask how they will handle different situations. ◆ Provide positive feedback. ◆ Celebrate and affirm success of small efforts. ◆ Listen: _____ ◆ Discuss: _____ ◆ Your ideas: _____ _____
<p>Maintenance</p> <ul style="list-style-type: none"> ◆ In the process of changing and has been practicing for several months. ◆ Confidence is increasing that they can continue the change. 	<ul style="list-style-type: none"> ◆ Encourage them to continue practicing and finding new options. ◆ Provide ongoing support for changes. ◆ Ask about what is working and what can continue to improve. ◆ Listen: _____ ◆ Discuss: _____ ◆ Your ideas: _____ _____



Module 1 What Motivates People to Change?

Observation Activity:

What Motivates People to Change?

Instructions: Observe a certification. Using the **Stages of Change Overview and Counseling Strategies** handout, try to answer the following questions. Discuss your answers with your Training Supervisor.

- ◆ What stage of change do you think the participant was in?
- ◆ What words did the participant use that helped you identify this stage?
- ◆ What strategies did the certifier use to tailor their counseling for the participant's current stage of change?
- ◆ Identify any change talk you heard from the participant related to:

Desire:

Ability:

Reasons:

Need:

Commitment:



Module 2

The Spirit of Participant Centered Education

Observation Activity:

The Spirit of Participant Centered Education

Instructions: Observe a certification. Based on what you observe, try to answer the questions below. Discuss your answers with your Training Supervisor.

- ◆ Would you consider this certification more “dancing” or “boxing”?
- ◆ What tone and body language did you observe that helped you come to that conclusion?
- ◆ What specific words or behaviors did you observe that helped you come to that conclusion?

Record the spirit of this certification below:





Module 2

The Spirit of Participant Centered Education

Handout:

The Heart of Participant Centered Education

Instructions: The following skills and strategies will be discussed throughout the nine modules. Use this as a reference and consider posting it in your working environment to serve as a reminder of the skills and strategies used for PCE.





Module 3 Opening the Conversation

Activity: Clinic Self-Assessment

Instructions: Our clinic environment impacts the tone for all participant encounters. Take a moment to assess your clinic using the following table to record your observations. Discuss them with your Training Supervisor.

Please mark the response that best describes your level of agreement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our clinic is welcoming to participants.					
Brightly painted walls, murals, welcome signs are in the languages spoken by participants.					
Artwork, posters, bulletin boards with community activities reflect participant population.					
Appropriate toys, opportunities for physical play.					
Our clinic has culturally-appropriate materials.					
Thoughts and Comments:					

Please mark the response that best describes your level of agreement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our clinic has a comfortable designated area for breastfeeding.					
Our clinic provides a warm and friendly environment.					
Our waiting room has enough room and chairs to accommodate all family members without being crowded or noisy.					
Thoughts or Comments:					
I have ideas for making our clinic more welcoming to our participants.					
Your ideas: _____					



Module 3 Opening the Conversation

Observation Activity: Opening the Conversation

Instructions: Observe a certification and identify what words were used to open the conversation. Once you have completed the activity discuss it with your Training Supervisor.

Opening:

- ♦ How did the certifier greet the participant?

- ♦ How would you describe the tone that was set for this certification?

Setting the agenda:

- ♦ How did the certifier state the amount of time the visit would take?

- ♦ How did the certifier state what will be accomplished during the visit?

- ♦ How did the certifier acknowledge the participant's questions or concerns?

- ♦ How did the certifier ask permission to proceed?

- ♦ Did the counselor introduce themselves and their role?



Module 4 O.A.R.S.

Activity: Keeping the Spirit Alive

Instructions: As you proceed with the modules, use the space below to record any open-ended questions, words, or key phrases you hear that you would like to incorporate into your certifications. Feel free to continue adding to this document and consider posting it somewhere in your working space to act as reminder of the useful phrases that work for you.



Module 4 O.A.R.S.

Observation Activity: O.A.R.S.

Instructions: Observe one or two certifications. Note what OARS you heard in the appropriate boxes. Once you have completed the activity discuss it with your Training Supervisor.

Open-ended Questions	Affirming Statements
Reflections	Summary Statements

- ◆ What did you notice about the participant's response to:
 - O:
 - A:
 - R:
 - S:
- ◆ Did it draw out new information?
- ◆ Identify any additional OARS you would have incorporated into the visit.
- ◆ Pick 1 or 2 statements the participant makes – do you think there's deeper meaning? How would you find out?

**Observation
Activity:**

Optional Activity

Instructions: Observe a TV or radio talk show and note any OARS utilized.



Module 5 Roadblocks to Listening

Activity: How Do You Relate to Various People?

Instructions: Listed below are different levels of response you might have towards a person. Think about how you might relate to different people. Mark the boxes below that would indicate your level of response toward various people. After completing this activity discuss it with your Training Supervisor.

Your level of response:

- Greet: I feel I can greet this person warmly and welcome him/her sincerely.
- Accept: I feel I can honestly accept this person as he or she is and be comfortable enough to listen to his or her problems.
- Help: I feel I would genuinely try to help this person with his or her problems as they might relate to or arise from the label/stereotype given him or her.
- Background: I feel I have the background, knowledge and/or experience to be able to understand and help this person.
- Advocate: I feel I could honestly be an advocate for this person without trying to change them.

	Greet	Accept	Help	Background	Advocate
Mom whose baby has Pepsi in the bottle					
Mom using formula/not nursing					
Children having dirty faces					
4 year old using bottle					
Meth user					
Person who smells really bad					
13 year old pregnant					
Mom having 10th baby					
Person who never cooks - only eats take out					
Strict vegan					
Tattoos/multiple piercings					



Module 5 Roadblocks to Listening

Activity: Roadblocks to Listening

Instructions: There are a number of roadblocks to active listening. As you have conversations at home and work in the coming weeks, think about how you use active listening. From the questions below, circle the 3 roadblocks you notice yourself doing the most often.

1. During conversations are you focusing on what you're going to say next rather than what the speaker is saying?
2. Are you making judgments about the speaker or what they are saying?
3. Are you taking everything the speaker says and relating it to your own experiences rather than understanding how the speaker uniquely experiences it?
4. Are you 'offering' your solution before the speaker finishes what they have to say?
5. Are you jumping in and arguing with the speaker at an early stage?
6. Are you pretending to be listening when you really aren't?
7. Are you responding to an emotional statement with a strictly factual answer?

Reflection Opportunity:

What can you do when you find yourself not listening?

How can you overcome your roadblocks to listening?



Module 5 Roadblocks to Listening

Observation Activity:

Roadblocks to Listening

Instructions: Observe a certification. Note signs the certifier is actively listening. Discuss your observations with your Training Supervisor.

Roadblocks

- ◆ Does the certifier appear to be focusing on what the participant is going to say next rather than listening to what the participant is saying?
- ◆ Is the certifier making judgments about the participant or what they are saying?
- ◆ Is the certifier taking everything the participant says and relating it to their own experiences rather than understanding how the participant uniquely experiences it?
- ◆ Is the certifier 'offering' their solution before the participant finishes what they have to say?
- ◆ Is the certifier jumping in and arguing with the participant at an early stage?
- ◆ Is the certifier pretending to be listening when they really aren't?
- ◆ Is the certifier responding to an emotional statement with a strictly factual answer?

Elements of active listening

- ◆ Listens with undivided attention, acceptance and non-judgement, curiosity, delight, and silence
- ◆ Makes eye contact
- ◆ Has a pleasant, open expression
- ◆ Stands or sits in a relaxed but attentive manner
- ◆ Speaks in warm, pleasant tones
- ◆ Faces the speaker and maintains an open posture
- ◆ Uses minimal encouragers such as, "I see", "Mm-hmm", "Go on", "Oh?"



Module 6 Moving from Assessment to Counseling

Handout: Blank Circle Chart

Instructions: Make copies of this document and use it during your certifications to record topics that the participant brings up.

Six large, empty circles are arranged on the page in a circular pattern, intended for recording topics during a counseling session.



Module 6 Moving from Assessment to Counseling

Observation Activity:

Moving from Assessment to Counseling

Instructions: Observe a certification. Note on this circle chart the topics that are brought up for further exploration.

Six empty circles are arranged in two rows of three, intended for recording observations during the certification process.

If the certifier delayed education until the full assessment was complete, note what words and phrases they used to do so:



Module 7 Providing Advice - Offering Nutrition Education

Handout: Explore-Offer-Explore

Instructions: People usually change based on what they say and think themselves; not what someone else tells them. Sometimes the best advice is to not advise at all. Review this handout and consider using this technique when giving advice or education. Please refer to the next page for phrases and words to avoid when offering advice.



EXPLORE	Ask what the participant:	Suggestions:
 <p>(the top layer)</p>	<ul style="list-style-type: none"> ◆ Already knows ◆ Has heard ◆ Has already tried ◆ Would like to know 	<ul style="list-style-type: none"> ◆ What do you know about fluoride? ◆ So, what have you heard about breastfeeding? ◆ What veggies have you tried? ◆ What would you like to know about iron?

OFFER	Ask what the participant:	Suggestions:
 <p>(the filling)</p>	<ul style="list-style-type: none"> ◆ Ask permission ◆ Offer information ◆ Be brief - give one or two simple facts 	<ul style="list-style-type: none"> ◆ Can I share with you what WIC recommends about this? ◆ The Academy of Pediatrics recommends no more than 2 hours of TV watching a day.

EXPLORE	Ask what the participant:	Suggestions:
 <p>(the bottom layer)</p>	<ul style="list-style-type: none"> ◆ Find out what the participant knows or thinks about the advice you offered 	<ul style="list-style-type: none"> ◆ What do you think about this? ◆ How could you see yourself using this information? <p><i>Note: This may be the participant's "Next Step".</i></p>

Restrictive Language

Words and phrases to avoid when providing advice:

- ♦ You should
- ♦ You need to
- ♦ You really can't
- ♦ You've got to
- ♦ It's important that you
- ♦ You must



Module 7

Providing Advice - Offering Nutrition Education

Handout:

Handouts the Participant Centered Way

Instructions: Review this handout and use it during your observation for this module.

How to offer handouts?

- ♦ Just like we limit the amount of information provided, we need to limit use of printed materials.
- ♦ Ask permission to provide any handouts or materials first.
- ♦ Use a pamphlet if specific information in the pamphlet was requested, for example - referrals.
- ♦ Limit the number of materials you give to one or two key items.
- ♦ If you do end up providing handouts, review the key points in them with the participant.
- ♦ Have the participant interact with the information, for example - check items from lists and highlight things they identify as important.



Module 7

Providing Advice - Offering Nutrition Education

Handout: Pre-Filled Circle Charts

Instructions: The following pre-filled circle charts can be used when the participant doesn't bring up any concerns. To print individual pre-filled circle charts, use the following links. Bookmark or save for future use.

Participant category:	Links by language	
Pregnancy	English	Spanish
Postpartum	English	Spanish
Breastfeeding	English	Spanish
Infants 0 - 5 Months	English	Spanish
Infants 6 - 12 Months	English	Spanish
Children 13 - 23 Months	English	Spanish
Children 2 - 5 Years	English	Spanish



Eating during pregnancy



Weight gain



Nausea, constipation & heartburn



Unsafe foods during pregnancy



Other topics?



Breastfeeding my baby

Pregnancy



Healthy foods to eat



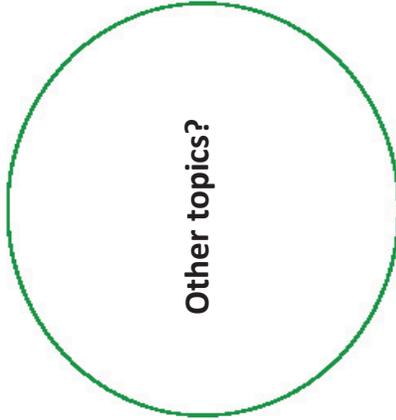
Losing weight



Low appetite



Low iron



Other topics?



Feeling sad

Postpartum



Milk supply



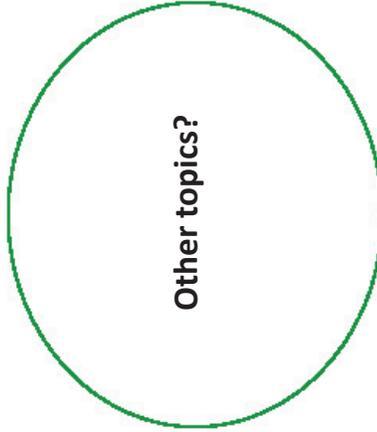
Positioning & Latching



Breastfeeding in public



Returning to work or school



Other topics?



Pumping breastmilk

Breastfeeding



Food & drinks to avoid



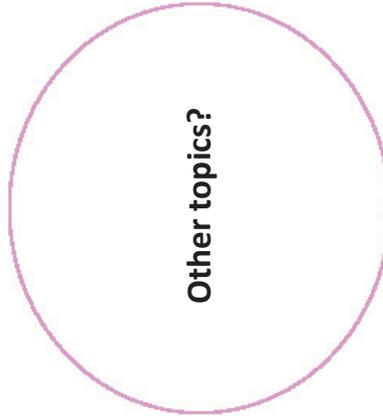
Breastfeeding



Baby's first foods



Formula feeding



Other topics?



**Signs that baby is hungry
or full**

Infants 0-5 Months



Feeding tips



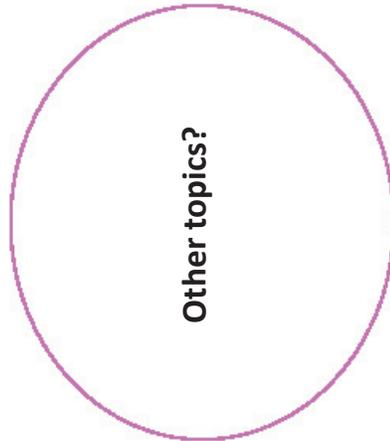
Introducing family foods



Starting a cup



Food and drinks to avoid



Other topics?



Happy mealtimes

Infants 6-12 Months



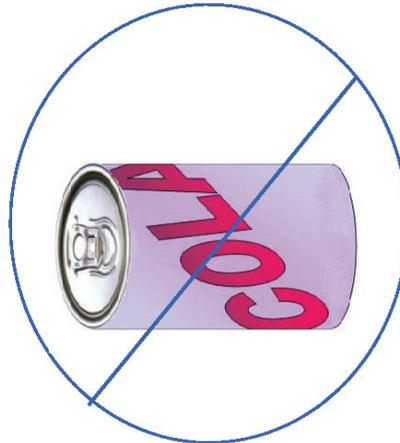
Picky eating



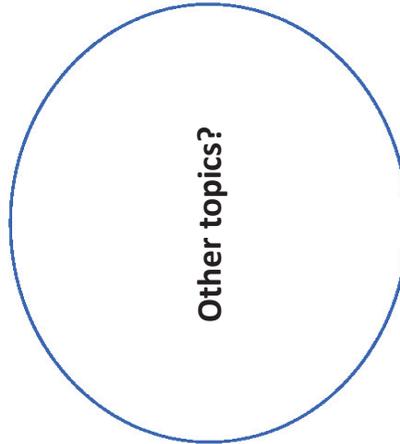
Portion sizes



Weaning



Food and drinks to avoid



Other topics?



Happy mealtimes

Children 13 - 23 Months



Picky eating



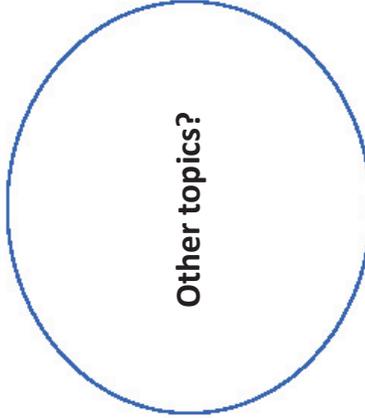
Portion sizes



Active play



Decreasing sweets & junk foods



Other topics?



Happy mealtimes

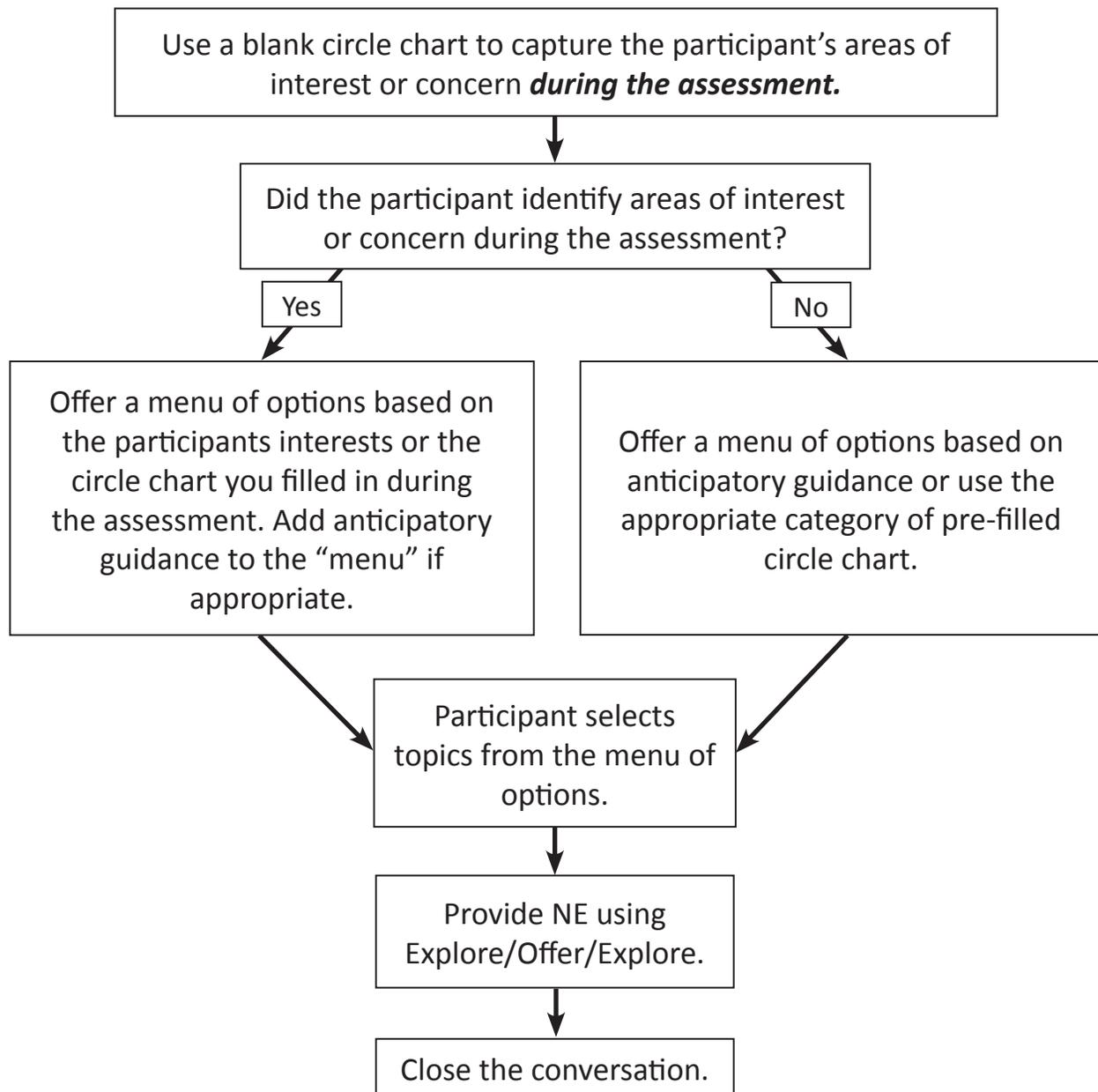
Children 2 - 5



Module 7 Providing Advice - Offering Nutrition Education

Handout: Moving from Assessment to Providing Nutrition Education (NE)

Instructions: Review this flow chart and use it during your observation for this module.





Module 7 Providing Advice - Offering Nutrition Education

Observation Activity:

Providing Advice - Offering Nutrition Education

Instructions: Observe a certification and note the phrases, words and tone used to deliver nutrition education. Refer to the back page of the “Explore-Offer-Explore” Handout and note any restrictive language used.



- ◆ How was education delayed until the full assessment was complete?
- ◆ What nutrition education was provided?
- ◆ What methods were used to provide nutrition education?
 - ◇ How did staff ask permission?
 - ◇ Was the participant offered a menu of options to discuss?
 - ◇ How did the certifier find out what the participant already knew or has tried?
- ◆ If handouts were provided, how did the certifier engage the participant in the information?
- ◆ Comment on the flow of the certification based on the flowchart provided in this module.



Module 8 Rolling with Resistance

Observation Activity:

Rolling with Resistance

Instructions: Observe a certification and any resistance behaviors.

Verbal behaviors	Non-verbal behaviors
<ul style="list-style-type: none">◆ Arguing◆ Interrupting◆ Negating◆ Sighing◆ Ignoring◆ Leaving◆ Others?	<ul style="list-style-type: none">◆ Avoiding eye contact◆ Body posture◆ Others?

- ◆ What do you think was behind the resistance? Circle as appropriate.
 - ◇ The certifier uses a judgmental or confrontational approach
 - ◇ Misinterpreted the participant's readiness to change
 - ◇ The certifier doesn't pay attention to the participant's feelings and thoughts
 - ◇ Telling a participant they need to change
 - ◇ Telling a participant what to do
 - ◇ Acting like 'the expert'
 - ◇ Appearing cold or distant – lacking empathy
- ◆ How did the certifier roll with resistance?
- ◆ How would you have rolled with the resistance?



Module 9 Next Steps

Handout:

Establishing Next Steps - Two Baby Steps to a Healthy Future

Instructions: Review this two step process before conducting your observation for this module.

Step 1: Ask the participant about their next step

- ◆ So, what do you see yourself doing next?
- ◆ Where does this leave you?
- ◆ What are your thoughts about what you'll do tomorrow/next week about...?

Step 2: Take *your* next S.T.E.P.

- S** = Summarize the important points you've discussed.
- T** = Thank the participant for showing up, for being willing to talk to you, for giving you some good ideas, or other affirmation.
- E** = Express confidence in them, "I know you'll succeed...".
- P** = Praise any other way you can affirm them.

Tip: You can incorporate a positive health outcome as part of your program eligibility statement into your summary.





Module 9 Next Steps

Observation Activity

Establishing Next Steps

Instructions: Observe a certification and note how “next steps” are discussed with the participant. Afterward, talk with your Training Supervisor about your observations.

Step 1: How was the participant asked about their next step?

Step 2: How did the certifier take their next S.T.E.P.?

S = Summarize

T = Thank

E = Express confidence

P = Praise

What health outcome statement was provided as part of the program eligibility statement?



Module 9 Next Steps

Handout

Health Outcome Based Eligibility Statement

Health Outcome Based Eligibility Statement

USDA requires that participants are informed about the reasons they are eligible for WIC beyond income. Health and diet assessments help us identify “risks” that qualify someone for WIC and guide nutrition education in an effort to impact their health outcome.

USDA defined general health outcomes for each WIC category:

- ◆ **Pregnant women:** Delivers a healthy, full term infant while maintaining optimal health status.
- ◆ **Breastfeeding and Non-breastfeeding postpartum women:** Achieves optimal health during childbearing years and reduces risk of chronic diseases.
- ◆ **Infants:** Achieves optimal growth and development in a nurturing environment and develops a foundation for healthy eating practices.
- ◆ **Child 1-5 years:** Achieves optimal growth and development in a nurturing environment and begins acquiring habits associate with good health.

The eligibility statement summarizes the reasons a participant is being enrolled on the program, how long their certification period will last and connect program participation to improved health outcomes. Reviewing every risk with the participant is not required. A general statement is acceptable.

Examples:

- ◆ **For a new pregnant woman:** I will be enrolling you on WIC today until the end of your pregnancy to provide you with some food and information that will support your commitment to having a healthy baby.
- ◆ **For a recertified child with presumed eligibility or diet risks only:** We can continue WIC services for 6 months to help you with your child’s diet.

- ◆ **For a recertified breastfeeding mother:** We would like to continue providing WIC services until your baby is one year old to help you successfully breastfeed your baby.
- ◆ **For a new pregnant woman with anemia and low weight gain:** We will enroll you on the WIC program today until the end of your pregnancy so we can follow up on your iron count and weight gain throughout your pregnancy.
- ◆ **For a recertified underweight child:** We will continue WIC services for your child so we can help with his good nutrition and watch his growth and weight gain over the next six months.
- ◆ **For a new child with health issues:** Your child is being enrolled on WIC for six months so we can assist you with the health concerns we talked about today.
- ◆ **For a recertified non-breastfeeding postpartum woman:** We will continue WIC services until you are 6 months postpartum to encourage you to eat well during your recuperation from pregnancy and delivery.
- ◆ **For a new non-breastfeeding infant:** Your baby is eligible to receive WIC services until she is one year old to help you feed her well during this important period of growth.



Module 9 Next Steps

Activity: Putting All the Pieces Together

Instructions: Review the script below (that was featured in the certification video). Identify and note the parts of Participant Centered Education you have learned throughout the nine modules. Mark any places in the script where the following PCE components appear.

- ◆ Opening the conversation, setting the agenda, asking permission
- ◆ Change talk
- ◆ Open-ended questions
- ◆ Affirmations
- ◆ Reflections
- ◆ Summary statements
- ◆ Note how Rose delays education until the full assessment is complete
- ◆ Offering nutrition education – asking permission, exploring what participant knows/thinks
- ◆ Program eligibility including health outcome statement

Script for ‘The Session’

Rose: Thanks so much for coming in today, I’m Rose Queral, a counselor here. It’s nice to meet you, Jennifer. How are you today?

Jennifer: I’m doing alright – it has been a crazy morning.

Rose: Well, I appreciate you getting here on time even with all the craziness this morning. Just to let you know, our appointment should only take about 20 minutes today. Looks like we already have your heights and weights, so I’ll just quickly enter those into the computer. After that, I have some questions that I’d like to go over with you. Before we start, what are some questions you might have for me or things that you really want to be sure we talk about today?

Jennifer: I have some questions about pumping.

Rose: Oh, thank you so much for bringing that up. I'm going to make a note of that so that we will be sure to cover pumping before you leave today. As other things come up I'll jot them down so I won't forget. Is that okay?

Jennifer: Fine

Rose: Well we haven't seen you since you had the baby. Tell me a little about how the birth went?

Jennifer: It was fine after I got my epidural (laughs). It was a lot easier than the first time.

Rose: Then you had a vaginal delivery?

Jennifer: Yes.

Rose: And how have you been feeling since?

Jennifer: I've been tired but not sick. I'm still taking my prenatal vitamins, so that must be helping.

Rose: Sounds like you are taking good care of yourself. What other medicines are you taking?

Jennifer: I am not taking anything else.

Rose: Ok, so getting back to feeling tired. That's pretty common for new moms. Who's around at home to help you out?

Jennifer: Well, my husband's gone back to work now but my sister-in-law helps out a lot.

Rose: How nice that you have family to give that support. And how's your new little one doing?

Jennifer: She's great. She came a little earlier than we were expecting but she seems to be doing really well.

Rose: Oh, so she came a little bit early. Tell me more about that.

Jennifer: I ended up delivering her at 39 weeks, but she still weighed 8 lbs and she's really healthy. She just saw her doctor for her two-week check-up and he said everything was fine. I was afraid that I wouldn't have enough milk to feed her, but that doesn't seem to be an issue.

Rose: Wow, I'm glad she is doing so well and that you're breastfeeding. That is so nice! And how's it going?

Jennifer: It's going, but I don't know if I can keep it up.

Rose: What makes you say that?

Jennifer: I just feel like quitting and giving her formula, even though I know breast milk's best for her.

Rose: I appreciate your honesty. Sounds like you're not sure what to do and yet you recognize that breastfeeding is best for her. What's making you think you might want to quit?

Jennifer: Well, I think I can keep it up now, but I'm just concerned about how it'll work once I go back to my job.

Rose: So you are wondering about this transition. It's great that you're already thinking about what might come up. What are your thoughts about balancing breastfeeding and going back to work?

Jennifer: Well, I do have some concerns about breast feeding when go back to work. Like when I should start pumping to build a supply and how long my pumped milk will be good for. Things like that.

Rose: Yeah, these are all details to think about. If you'd like we can spend some time working through these details together today. Would it be okay if we finished up with the rest of the questions I need to ask you and then we could spent some time talking about this?

Jennifer: That's fine as long as we don't go over the 20 minutes...I need to get back home.

Rose: Sounds good. These are some of the mandatory questions I have to ask everyone, so just bear with me while we go through these.

During your pregnancy, you told us you weren't smoking or using

Jennifer: Nothing, I don't smoke or drink.

Rose: That's wonderful. And does anyone living in your household smoke inside your home?

Jennifer: No, we're really strict about that.

Rose: You're making good choices for you and your children. And how has your appetite been?

Jennifer: I'm always hungry!

Rose: What kinds of things are you craving in particular?

Jennifer: I just eat whatever's handy.

Rose: Are there any foods that you are avoiding right now?

Jennifer: Nope, if it's around I'll eat it (laughs)

Rose: Ok and what beverages are you drinking?

Jennifer: I drink lots of water and some milk and juice. But mostly water.

Rose: Sounds like you're doing a good job keeping yourself hydrated. Now I have a question that I need to ask you that we ask everyone - just to check-in with you about your safety. Has anyone pushed, hit, kicked or physically hurt you or your baby in the past 6 months since she was born?

Jennifer: No, everything is fine.

Rose: Seems like other than being a little bit tired and having some concerns about pumping when you go back to work that you're doing really well.

Jennifer: Yeah.

Rose: And how are you feeling about how she's eating and growing?

Jennifer: I feel like she wants to nurse all the time and she seems a little bit smaller than some of my friends' babies.

Rose: You're a little worried about her size... Well would you like to look at the growth grids that we have for her to see how she compares with other babies her age?

Jennifer: Yeah, I definitely want to see how she's doing.

Rose: So today, her grid is showing that in a group of 100 girls her age, 75 would be longer than she is. And again in that same group of girls, about 50 would weigh more. When we compare her weight to her length, you can see she is coming out right about in the middle. How does that compare with what you heard at the doctor?

Jennifer: Sounds pretty much like what he told me. I guess she's growing well but she cries a lot and sometimes I wonder if I should give her a little formula.

Rose: You're wondering if she's getting enough to eat.

Jennifer: Yeah, but I guess I feel better now knowing she's growing alright. But I feel bad when she cries and I worry that my breast milk isn't enough for her now, let alone when I go back to work.

Rose: How many times is she feeding each day?

Jennifer: My gosh - at least every two hours and sometimes it feels like every hour!

Rose: How does she let you know that she's ready to eat or that she's all done?

Jennifer: She makes these smacking sounds and sucks on her fist when she is getting hungry. Sometimes she cries like crazy like she's starving.

Rose: Sounds like most of the time you can tell she's hungry before she starts to cry. What do think might be happening when she does cry like that?

Jennifer: Well, maybe I am just waiting too long between feedings.

Rose: I have definitely heard from other mom's that feeding more regularly can help with that. And you've already told me how much you enjoy that special time together.

Jennifer: Yeah I am really going to miss our time together once I go back to work.

Rose: So you're really close to your baby and you're going to miss that time together. Tell me a little bit about the job you're going back to and when that might happen?

Jennifer: I work in one of the stores at the mall. My hours and days really vary. My boss has been really supportive while I was pregnant and she's looking forward to me coming back in another month or so.

Rose: So is your boss supportive of you pumping back at work?

Jennifer: I'm pretty sure she is.

Rose: Great and what spots are available for you to pump while still having some privacy?

Jennifer: I should be able to use the back room and there's a little refrigerator to store the milk after I pump it, so I should be okay

Rose: It sounds like you've already been thinking about this and your workplace should be supportive. What other concerns do you have about making pumping work for you?

Jennifer: I'm just not sure if I should start pumping now so that I have enough stored? And I'm afraid she won't take the bottle.

Rose: Well, if you're interested, I have a handout that talks about pumping and storing breast milk. Would you like to take a minute to go over this together?

Jennifer: Sure

Rose: So as you'll see, there are some tips here about how to pump, and on the other side is information about storage. Since our time is limited today, why don't you take this info with you and read through it. There's a class next month about pumping that will go into this in greater detail. Would you like me to sign you up for that?

Jennifer: Yes, that would be helpful. Thanks!

Rose: The other thing you mentioned was a concern about her not wanting to take the bottle. I'm wondering how you handled that with your older child.

Jennifer: I got to stay home for almost a year the first time, so at that point she was already onto using a cup, so it wasn't an issue.

Rose: I see. If you'd like I could share a few tips that I've heard from some other moms.

Jennifer: Sure

Rose: Some moms find that it is easier for someone else in the family to introduce the bottle to baby at first, since the baby associates *you* with breastfeeding.

Some others have told me that they introduce the bottle after they've breastfed since the baby isn't so hungry. How does that sound to you?

Jennifer: Those are great ideas for introducing the bottle, but now that I'm thinking about it, maybe my sister-in-law could bring her by work, so I could breastfed there.

Rose: What a great idea! Do you think that's something she would agree to?

Jennifer: Oh, yeah. She loves coming to the mall.

Rose: So, if you could, how long would you like to keep breastfeeding her?

Jennifer: Well, I went over a year the first time and I'd like to do that again, even with going back to work.

Rose: Sounds like you have a pretty good plan here. What are some of the next steps you can take to make sure it all comes together for you before you go back to work?

Jennifer: Well, I definitely need to talk to my sister in law - and I need to get a pump from you guys.

Rose: In the pumping options class next month, they'll help you select the right pump for your needs and they go over any questions you might have including the storage options. Let me just take a moment to put that into the computer so that the next time we see you we can check in to see how that's going.

Rose: So to wrap up, we've talked today about how you're both doing and although you were initially concerned with her being smaller than some of your friends babies, looking at the growth grids you're now feeling better about how she's growing. The main thing we talked about was how you can continue breastfeeding once you go back to work. Sounds like you'd really like to breastfeed her for a year like you did with your first one and you have a plan for making that happen: Some days your sister in law will bring you the baby to breastfeed and other days you're going to be able to pump in the back room and store your milk in the mini fridge at work. Did I get it all?

Jennifer: Yeah, that's good.

Rose: To help you and your baby meet your breastfeeding goal, I am certifying you both on WIC until baby turns a year old. You'll be able to stay on a year as long as you continue to breastfeed. And I can tell from the plan that you have made that that's going to happen! Before we finish is there anything else I can help you with?

Jennifer: No, I think we covered everything.

Rose: Well thanks very much for coming in today. You're such a wonderful mom for breastfeeding her and I'm sure you'll be able to keep it going. If you do have any questions or concerns, please give us a call because we'd be happy to help. And maybe I'll see you when you come back for the pumping options class.

Jennifer: Great.

Rose: So when you go back out front, they'll call your name once they print out your vouchers. I saw in the computer that you were already changed to the 'fully breastfeeding' package so you'll be getting some extra foods as well. What questions do you have about using the WIC vouchers?

Jennifer: I've pretty much got shopping down at this point!

Rose: Super, have a great rest of your day. And we'll see you next month.

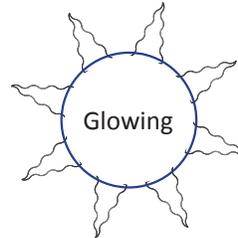
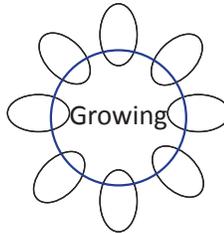


Module 9 Next Steps

Activity:

Participant Centered Services - How are You Doing?

Instructions: Based on how you feel you are doing with PCS, draw seeds, petals, rays, or ? on or around the circles below.



or

