

Oregon WIC Training Module Providing Participant Centered Groups



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Instructions for Training Supervisor

Overview

Welcome to the *Training Supervisor's Guide* for the *Providing Participant Centered Groups Module*! In addition to this guide, you will also need a copy of the learner's version of the *Providing Participant Centered Groups Module*.

The *Providing Participant Centered Groups Module* covers a lot of important material and will require a commitment over a period of time from you, the Training Supervisor, and the learner. The information covered in this module will provide the knowledge needed to facilitate a participant centered group; however it will be up to you to ensure the learner has the opportunity to hone the complex set of skills discussed throughout the lessons. Only when the learner has developed these skills will they be able to effectively facilitate groups. Your commitment to this process will be reflected in the abilities of the facilitator.

Training Supervisor's role

Your role as the Training Supervisor is to oversee the staff members at your local agency and/or clinic who are completing the *Providing Participant Centered Groups Module*. You will:

1. Help learners begin using the *Providing Participant Centered Groups Module*.
2. Be available to guide the learner through this module. This module is more skills based and is therefore going to involve more interactions between the Training Supervisor and the learner. Interactions may involve other staff as well.
3. Be available to answer questions about the module. Help the

learner find the answers within the module or in other reference books.

4. Meet with the learners to review and evaluate progress and administer the Posttest.
5. Provide ample time for the learner to practice the skills covered to ensure confidence in facilitating groups and observe learner during Practice Activities and Skill Checks.
6. Document the learner's competency achievement and module completion.

Participant centered groups competencies

Upon completion of the *Providing Participant Centered Groups Module*, WIC staff will achieve the following competencies:

1. Develops and prepares session guides, activities, and materials based on adult learning theory, participants' needs, interests, age, and abilities.
2. Effectively facilitates group nutrition education sessions.
3. Engages participants in hands-on learning to achieve positive health outcomes.
4. Uses creative facilitation strategies that build on learning styles (ways of learning), strengths, prior knowledge, and skills.
5. Creates a respectful learning environment in which participants in a group feel comfortable participating.
6. Provides positive reinforcement in a group setting.
7. Improve group offerings and facilitation skills/techniques using evaluation results.
8. Appropriately uses audiovisual equipment and materials.
9. Organizes and maintains education materials, supplies, and equipment.

To do before training

1. Read the *Providing Participant Centered Groups Module*.
2. Know the following information that will be specific to your local agency and/or clinic.
 - ◆ The location of the *Items Needed* (section S-4 in “Starting the Module”).
3. Make a copy of the Competency Achievement Checklist on pages 47-48 of the Training Supervisor's Guide.

When to meet with the learner

Before the Learner Begins the Module

1. Make a training plan for the learner so they know what to expect and when they can plan on meeting with you and other staff as necessary to facilitate skill acquisition.
2. Develop a timeline using the *Steps for Completing the Module* (see Section S-3 in “Starting the Module”).
3. Show the learner where to find the *Items Needed* to complete the module (see Section S-4 in “Starting the Module”).

After the Learner Completes Each Chapter

1. Review *Practice Activities* and *Skill Checks* from the lessons in the chapter just completed.
2. Complete the *Review Activity* with the learner. This discussion will help you determine if the learner is confident with the material covered in that chapter and if any further review is necessary.
3. Document completion of Review Activities on a copy of the *Competency Achievement Checklist*.

When the Learner has completed the Module

1. Review with the learner the *Steps for Completing the Module* (see Section S-3 in “Starting the Module”).

2. Ask the learner to complete the *Posttest*. The *Posttest* is an open book exercise. Have the learner use the module to help find the answers.
3. Check the *Posttest* for correct answers (see page 39).
4. Discuss incorrect answers.
5. If the score is 89% or lower, guide the learner on areas to review and reissue the *Posttest* when learner is ready.
6. Document completion of the *Posttest* on a copy of the *Competency Achievement Checklist*.

To Finalize Completion of the Module

1. Congratulate the learner on their achievement!
2. Give the completed *Competency Achievement Checklist* to the Local Agency Coordinator. The Local Agency Coordinator will file the form and posttests and document into TWIST, according to WIC Policy 440.
3. Collect the learner's *Training Module Evaluation* and mail it to the State WIC office (see Policy 440).
4. Follow the procedure in WIC Policy 440 to print a *Module Completion Certificate*.

NOTE

This module is unique in that the time you spend with the learner will be spread out over several months as the complete the various observations and activities.

Guidance for review activities

The following pages are copies of the *Review Activities* from the end of each chapter in the *Providing Participant Centered Groups Module*, along with additional information to help with your interaction with the learner.

This additional information includes:

1. Instructions for completing the *Review Activity* with the learner.

2. Answers to *Practice Activities* and *Skill Check* questions for which there is a specific, objective answer.
3. Information on completing the *Practice Activities*, and *Skill Checks*.

It is important that staff complete the *Practice Activities* and the *Skill Checks*, in each chapter. *Practice Activities* are designed to ensure that the learner has gained the knowledge needed to understand the task or function. *Skill Checks* are the practical application of the knowledge. They provide an opportunity for the learner to practice performing a function and to demonstrate competence. The combination of these training activities should ensure that the learner is able to pass the *Posttest* and successfully perform the necessary functions in the clinic. As the Training Supervisor, you may adjust which *Practice Activities* and *Skill Checks* a particular learner completes. You may do this based on your understanding of their knowledge, skills and abilities as they relate to the content and based on your confidence in their ability to pass the *Posttest* at the end of the module.

Information on using the job aids and resources

To complete all the observations necessary for this module, the learner will need multiple copies of the Group Nutrition Education Observation Guide. This and other resources referenced in this module can be found on the Participant Centered Services Resources for Staff page at:

<http://public.health.oregon.gov/HealthyPeopleFamilies/wic/Pages/orwl.aspx>

NOTE

Answers are not included for all *Practice Activities* and *Skill Checks* because in most cases there is not one right answer to the problem. If a learner has a question about a *Practice Activity* or *Skill Check*, or is having problems completing the activities, help them find the solution within the lesson of the module that they just completed, or discuss with them other possible solutions.

Review Activity – Chapter 1

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the learner.
2. During the meeting:
 - ◆ Discuss the items listed in the *Review Activity*.
 - ◆ Talk about how the learner did on the *Practice Activities* and *Skill Check* for each of the lessons in Chapter 1.
 - ◆ Review the learner's answers to the written *Practice Activities* and *Skill Checks*.
 - ◆ Ask the learner if he or she has any questions.
 - ◆ Document when the learner has met the objectives for Chapter 1 on the Competency Achievement Checklist.

Practice activity and skill check answers

NOTE

Answers are given only when there is a specific, objective answer. The answer key will state “subjective” if there is not an objective answer.

Lesson 1-1: Why Use Groups?

Practice Activity (page 18)

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

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

- ◆ Subjective

Lesson 1-1: Why Use Groups?

Practice Activity (page 21)

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

- ◆ Subjective

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

- ◆ Subjective

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

- ◆ The room itself is somewhat dreary probably because the lighting is dim and the temperature seems a little cool.

Lesson 1-1: Why Use Groups?

Skill Check (page 21)

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

- ◆ Peers

- ◆ Interactions

- ◆ Support and encouragement

2. List three key elements of participant centered groups.

- ◆ 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

Lesson 1-2: Levels of Involvement

Practice Activity (page 26)

1. What is your level of involvement? Fill out the chart below 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.
 - ◆ Subjective
 - ◆ Complete the chart below with your training supervisor to determine who is currently responsible for all of these roles at your agency.
 - ◆ Subjective

Lesson 1-2: Levels of Involvement

Skill Check (page 27)

1. List the six domains of the participant centered group model.
 - ◆ Participants at the center
 - ◆ Environment
 - ◆ Facilitation skills, methods, strategies
 - ◆ Preparation
 - ◆ Facilitator knowledge
 - ◆ Leadership support
2. Describe the five levels of staff involvement in providing participant centered groups.
Answer will include subjective descriptions for the following 5 levels:

- ◆ Facilitates groups
- ◆ Adapts existing session guides
- ◆ Develops new learning activities and session guides
- ◆ Assesses need and evaluates groups
- ◆ Champion/Advocate

Lesson 1-3: Role of the Facilitator

Practice Activity (page 31)

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

What did the facilitator do to make it easier or more difficult for you to listen and learn? What made you feel like participating or not?

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

Lesson 1-3: Role of the Facilitator

Practice Activity (page 34)

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?
 - ◆ Subjective

Lesson 1-3: Role of the Facilitator

Practice Activity (page 36)

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.

- ◆ Subjective

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.

- ◆ Subjective

Lesson 1-3: Role of the Facilitator

Skill Check (page 40)

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

- ◆ Subjective

2. List three facilitator responsibilities for a successful group session: Answer will include three of the following:

- ◆ Use participant centered education skills
- ◆ Share accurate, evidence based information
- ◆ Guide the discussion & keep discussions on track
- ◆ Maintain participant's safety in a positive learning environment

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

- ◆ Non-verbal communication: Subjective
- ◆ Verbal communication: Subjective
- ◆ Having fun: Subjective
- ◆ Be prepared & organized: Subjective

Lesson 1-4: Types of Groups

Practice Activity (page 49)

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

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

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.
 - ◆ Subjective

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

Lesson 1-4: Types of Groups

Skill Check (page 50)

1. Describe the following types of group education:
 - ◆ Facilitated Group Discussion: Subjective
 - ◆ Health Fairs/Activity Stations: Subjective

2. List two benefits and two limitations of the following types of group education in your agency:
 - ◆ Facilitated Group Discussion: Subjective
 - ◆ Health Fairs/Activity Stations: Subjective
 - ◆ Child-Centered Approach: Subjective
 - ◆ Family-Centered Approach: Subjective
 - ◆ Guest Speakers: Subjective

Review Activity – Chapter 2

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the learner.
2. During the meeting:
 - ◆ Discuss the items listed in the Review Activity.
 - ◆ Talk about how the learner did on the *Practice Activities* and *Skill Check* for each of the lessons in Chapter 2.
 - ◆ Review the learner's answers to the written *Practice Activities* and *Skill Checks*.
 - ◆ Review the completed Group Nutrition Education Observation Guides
 - ◆ Ask the learner if he or she has any questions.
3. Document when the learner has met the objectives for Chapter 2 on the *Competency Achievement Checklist*.

Practice activity and skill check answers

NOTE

Answers are given only when there is a specific, objective answer. The answer key will state “subjective” if there is not an objective answer.

Lesson 2-1: Facilitator Knowledge

Practice Activity (page 56)

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.
 - ◆ Subjective

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

3. What information would you need for these subjects?
 - ◆ Subjective

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

Lesson 2-1: Facilitator Knowledge

Practice Activity (page 58)

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

Lesson 2-1: Facilitator Knowledge

Practice Activity (page 62)

1. What is your preferred learning style?
 - ◆ Subjective

2. What makes something engaging for you?
 - ◆ Subjective

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

◆ Subjective

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

◆ Subjective

Lesson 2-1: Facilitator Knowledge

Practice Activity (page 65)

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

◆ Subjective

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

◆ Subjective

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

◆ Subjective

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

◆ Subjective

Lesson 2-1: Facilitator Knowledge

Practice Activity (page 68)

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

◆ Subjective

Lesson 2-1: Facilitator Knowledge
Skill Check (page 69)

1. What does the acronym RISE stand for?
 - ◆ Respectful
 - ◆ Immediately meaningful
 - ◆ Safe
 - ◆ Engaging

2. What are the four learning styles?
 - ◆ Auditory
 - ◆ Visual
 - ◆ Kinesthetic
 - ◆ Reading

3. Identify the learning style associated with each learning activity:
 - ◆ Describe different ways to hold a baby while breastfeeding. **Auditory**
 - ◆ Use a doll and show the different ways to hold a baby while breastfeeding. **Visual**
 - ◆ Pass the doll around and let each mom hold the baby and position it for breastfeeding. **Kinesthetic**
 - ◆ Show a video that shows other moms holding their babies in various breastfeeding positions. **Visual**
 - ◆ Let moms read a pamphlet that shows the different breastfeeding positions. **Reading**
 - ◆ Ask moms who have breastfed babies to talk about their experiences. **Auditory**

4. Summarize what the Stages of Change theory describes:
 - ◆ 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.

Lesson 2-2: Facilitator Skills

Practice Activity (page 79)

1. Look for OARS in Action! Using the Job Aid: Group Observation Guide observe a group session and document examples of OARS skills using the group observation guide.
2. Review the OARS in the *Participant Centered Groups Resource Cards* that were included with this module.

Lesson 2-2: Facilitator Skills

Practice Activity (page 82)

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

Lesson 2-2: Facilitator Skills

Skill Check (page 82)

1. List the four OARS skills and describe one way each can be applied to a group session:
 - ◆ Open ended questions: subjective
 - ◆ Affirmations: subjective
 - ◆ Reflections: subjective
 - ◆ Summaries: subjective

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

Lesson 2-3: Facilitation Strategies

Practice Activity (page 101)

1. Observe at least two group sessions. *Using the Job Aid: Group Observation Guide*, identify effective strategies used during group facilitation.
 - ◆ Subjective
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.
 - ◆ Subjective
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.
 - ◆ Subjective
4. What can you do to increase your confidence?
 - ◆ Subjective
5. Observing the groups your agency offers helps improve the participant centered facilitation skills of staff.
 - ◆ Have you been observed? Subjective
 - ◆ Have you observed someone else? Subjective

Lesson 2-3: Facilitation Strategies

Skill Check (page 104)

1. Describe one way to deal with each of the following situations in a group session:
 - ◆ Off topic discussion: subjective
 - ◆ Talkative participant: subjective
 - ◆ Disruptive participant: subjective
 - ◆ Questions that you can't answer: subjective
 - ◆ Correcting misinformation: subjective

2. List two ways to encourage participant involvement:
 - ◆ Subjective

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

Review Activity – Chapter 3

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the learner.
2. During the meeting:
 - ◆ Discuss the items listed in the Review Activity.
 - ◆ Talk about how the learner did on the *Practice Activities* and *Skill Check* for each of the lessons in Chapter 3.
 - ◆ Review the learner's answers to the written *Practice Activities* and *Skill Checks*.
 - ◆ Review the completed Job Aid: Your Participant Centered Group Session Guide and Job Aid: Session Guide Evaluation documents.
 - ◆ Ask the learner if he or she has any questions.
3. Document when the learner has met the objectives for Chapter 3 on the *Competency Achievement Checklist*.

Practice activity and skill check answers

NOTE

Answers are given only when there is a specific, objective answer. The answer key will state “subjective” if there is not an objective answer.

Lesson 3-1: Identify the Session Focus

Practice Activity (page 117)

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:

- ◆ Pregnant women: agency specific
 - ◆ Postpartum women: agency specific
 - ◆ Infants: agency specific
 - ◆ Children: agency specific
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.

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

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

Lesson 3-1: Identify the Session Focus

Practice Activity (page 119)

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

- ◆ Statement A

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.

- ◆ Subjective

Lesson 3-1: Identify the Session Focus

Practice Activity (page 120)

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

- ◆ Key content point 1: signs of readiness

- ◆ Key content point 2: one food at a time

- ◆ Key content point 3: making your own baby food

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.

- ◆ Subjective

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.

- ◆ Subjective

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

- ◆ Subjective

Lesson 3-1: Identify the Session Focus

Skill Check (page 122)

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

- ◆ Target Audience
- ◆ Session Goal
- ◆ Key Content Points
- ◆ Session Objectives

2. Define target audience:

- ◆ A group of people who are in similar situations and have similar needs for the information provided.

Lesson 3-2: Developing Objectives

Practice Activity (page 126)

1. 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. **(head)**

- ◆ Taste the difference between whole milk and non-fat milk. **(hands)**
- ◆ Name a low fat milk product they would be interested in trying in the next week. **(heart)**

Lesson 3-2: Developing Objectives

Practice Activity (page 128)

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 be able to list the components of MyPlate.
 - ◆ ✓ 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 be able to describe 3 positioning techniques for breastfeeding.
 - ◆ ✓ By the end of the session, participant will be able to choose 4 healthy snacks from a list of common snack foods.

Lesson 3-2: Developing Objectives

Practice Activity (page 130)

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	Knowledge
Identify	Comprehension
Demonstrate	Application
Analyze	Analysis
Create	Synthesis
Determine	Evaluation

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.

- ◆ Subjective

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.

- ◆ Subjective

Lesson 3-2: Developing Objectives

Skill Check (page 132)

1. List and describe the three types of objectives.
 - ◆ Cognitive objectives increase knowledge.
 - ◆ Psychomotor objectives provide opportunities to practice new skills.
 - ◆ Affective objectives impact attitudes.
2. What does the acronym CAB stand for?
 - ◆ Condition
 - ◆ Audience
 - ◆ Behavior

Lesson 3-3: Planning for the Session

Practice Activity (page 135)

1. Explore your agency's inventory of nutrition education materials and equipment available for use during your groups.
 - ◆ Subjective
2. List some ideas for materials you might use and how you might use them interactively in a group.
 - ◆ Subjective

Lesson 3-3: Planning for the Session

Practice Activity (page 136)

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.
 - ◆ Subjective

Lesson 3-3: Planning for the Session

Practice Activity (page 137)

1. What room do you usually use for participant centered groups?
 - ◆ Subjective
2. What do you notice about the environment? Sit in a chair and look around and answer the following questions:
 - ◆ How is the temperature? Can you change it?: Subjective
 - ◆ Where is the best light in the room? Will you need it darker for a video or Power Point?: Subjective
 - ◆ How is the room's appearance? Can you change it?: Subjective
3. How will you set up the room for benefit issuance?
 - ◆ Subjective

Lesson 3-3: Planning for the Session

Practice Activity (page 139)

1. Observe a group session. Ask the facilitator why they set up the room the way that they did.
 - ◆ Subjective
2. Describe the pros and cons of this physical setting.
 - ◆ Pros- Subjective
 - ◆ Cons- Subjective
3. What would have made this group experience more comfortable?
 - ◆ Subjective

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

Lesson 3-3: Planning for the Session

Practice Activity (page 140)

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):
 - ◆ Subjective
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.

- ◆ Subjective

Lesson 3-3: Planning for the Session

Practice Activity (page 140)

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.

- ◆ Subjective

Lesson 3-3: Planning for the Session

Practice Activity (page 141)

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.
 - ◆ Subjective

Lesson 3-3: Planning for the Session

Skill Check (page 141)

1. What are the 5 elements to consider when planning a participant centered group session?
 - ◆ Materials needed
 - ◆ Preparation needed
 - ◆ Session title
 - ◆ Time needed
 - ◆ Expertise needed by facilitator
2. List two ways to create a positive learning environment.
 - ◆ Subjective

Lesson 3-4: Composing a Session Outline

Practice Activity (page 145)

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.

 - ◆ Subjective

Lesson 3-4: Composing a Session Outline**Practice Activity (page 146)**

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 *Attachment: 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.

- ◆ Subjective

Lesson 3-4: Composing a Session Outline**Practice Activity (page 149)**

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.

- ◆ Subjective

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

- ◆ Subjective

3. How do these activities increase learner engagement?

- ◆ Subjective

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.

- ◆ Subjective

Lesson 3-4: Composing a Session Outline

Practice Activity (page 152)

1. Identify the learning style each of the following visual aids addresses:
 - ◆ PowerPoint slides – visual
 - ◆ Handouts/pamphlets – reading
 - ◆ Posters/bulletin boards – visual/reading
 - ◆ Props or hand held items – kinesthetic
2. Review the *Resource: Using PowerPoint Presentations for WIC Nutrition Education*. What new information did you discover in this document?
 - ◆ Subjective
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.
 - ◆ Subjective
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.

 - ◆ Subjective
5. What objectives do your materials help you meet?
 - ◆ Subjective

Lesson 3-4: Composing a Session Outline

Practice Activity (page 154)

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.

- ◆ Subjective

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

- ◆ Subjective

Lesson 3-4: Composing a Session Outline

Skill Check (page 155)

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

- ◆ Subjective

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

- ◆ Subjective

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

- ◆ Subjective

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.

- ◆ 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.
 - ◆ to get people talking so they feel more comfortable sharing during the group session.
- 6. Describe one approach for bringing closure to a session.
 - ◆ Subjective

Lesson 3-5: Evaluating the Session Guide

Practice Activity (page 160)

1. Who in your agency reviews sessions for accuracy?
 - ◆ Subjective
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.
 - ◆ Subjective
3. If necessary, modify your session guide to make it more participant centered.
 - ◆ Subjective

Lesson 3-5: Evaluating the Session Guide

Practice Activity (page 161)

1. Practice walking through your session outline with your Training Supervisor or other staff.
 - ◆ Subjective
2. Update your session guide as appropriate using the feedback gathered from your walk through.
 - ◆ Subjective

Review Activity – Chapter 4

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the learner.
2. During the meeting:
 - ◆ Discuss the items listed in the *Review Activity*.
 - ◆ Talk about how the learner did on the *Practice Activities* and *Skill Check* for each of the lessons in Chapter 4.
 - ◆ Review the learner's answers to the written *Practice Activities* and *Skill Checks*.
 - ◆ Review the completed *Job Aid: Evaluating Objectives*.
 - ◆ Ask the learner if he or she has any questions.
3. Document when the learner has met the objectives for Chapter 4 on the *Competency Achievement Checklist*.

Practice activity and skill check answers

NOTE

Answers are given only when there is a specific, objective answer. The answer key will state “subjective” if there is not an objective answer.

Lesson 4-1: Why Evaluate?

Practice Activity (page 169)

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

Lesson 4-1: Why Evaluate?

Skill check (page 170)

1. What is the goal of evaluating group nutrition education?
 - ◆ To ensure that the groups we provide are relevant and meaningful to participants.
2. What are two ways evaluations can support your agency's group education program?
 - ◆ Improving an individual group
 - ◆ Improving the program as a whole
3. Describe what information can be gained from a process evaluation.
 - ◆ This type of evaluation lets us know how the group was received and if we have met our immediate goals for an individual group.
4. Describe what information can be gained from a needs assessment.
 - ◆ This type of evaluation provides direction for planning.

Lesson 4-2: How to Evaluate

Practice Activity (page 173)

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

Lesson 4-2: How to Evaluate

Practice Activity (page 178)

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.
 - ◆ Subjective

Lesson 4-2: How to Evaluate

Practice Activity (page 180)

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: subjective
 - ◆ Postpartum women: subjective
 - ◆ Infants: subjective
 - ◆ Children: subjective
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.
 - ◆ Subjective
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?

- ◆ Subjective

What might be the cause for these similarities or differences?

- ◆ Subjective

Lesson 4-2: How to Evaluate

Skill Check (page 181)

1. List two methods for conducting evaluations.

- ◆ Subjective

Lesson 4-3: Using Your Evaluation Results

Practice Activity (page 185)

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. Circle yes or no for the following questions:
 - ◆ **Yes or No:** Is there a group education opportunity for all categories of your participants? – subjective
 - ◆ **Yes or No:** If your agency has a large non-English speaking population, does your agency offer group education in another language? – subjective
2. How can you use the results from the show rate report help to strengthen your agency's group education program?

- ◆ Subjective

Lesson 4-3: Using Your Evaluation Results

Practice Activity (page 187)

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

- ◆ Subjective

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

- ◆ Assess: Subjective
- ◆ Plan: Subjective
- ◆ Implement: Subjective
- ◆ Evaluate: Subjective

3. What is your role in this process?

- ◆ Subjective

Lesson 4-3: Using Your Evaluation Results

Skill Check (page 188)

1. What are the four steps involved in the continuous quality improvement process?

- ◆ Assess
- ◆ Plan
- ◆ Implement
- ◆ Evaluate

Answers – Posttest

This is the scoring guide for the *Posttest*.
Total possible – 88 points.

1. What are two ways that participant centered groups influence health behaviors? (2 points)

Learner should list two of the following:

- ◆ Peers
- ◆ Interactions
- ◆ Support and encouragement

2. List three key elements of participant centered groups. (3 points)

Learner should list three of the following:

- ◆ 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

3. List the six domains of the participant centered group model. (6 points)

- ◆ Participants at the center
- ◆ Environment
- ◆ Facilitation skills, methods, strategies
- ◆ Preparation
- ◆ Facilitator knowledge
- ◆ Leadership support

4. List the five levels of staff involvement in providing participant centered groups. (5 points)
 - ◆ Facilitates groups
 - ◆ Adapts existing session guides
 - ◆ Develops new learning activities and session guides
 - ◆ Assesses need and evaluates groups
 - ◆ Champion/Advocate

5. True or False: All staff will be required to develop new session guides. (1 point)
 - ◆ False

6. Describe one difference in the nutrition education approach of a teacher compared to a facilitator. (1 point)
 - ◆ See Job Aid: Comparison of Nutrition Education Approaches in WIC

7. What are three responsibilities of the facilitator? (3 points)

Learner should list three of the following:

 - ◆ Use participant centered education skills
 - ◆ Share accurate, evidence based information
 - ◆ Guide the discussion & keep discussions on track
 - ◆ Maintain participant's safety in a positive learning environment

8. Describe two things a facilitator can do to have effective non-verbal communication skills. (2 points)

Learner should describe two of the following:

 - ◆ Body motion
 - ◆ Eye contact
 - ◆ Dress

- ◆ Use of space
9. List one benefit and one limitation of the following types of group education: (10 points)
- ◆ Facilitated Group Discussion:
 - ◆ Health Fairs/ Activity Stations:
 - ◆ Child-Centered Approach:
 - ◆ Family-Centered Approach:
 - ◆ Guest Speakers:
 - ◆ Many possible responses – see lesson 1-4
10. **True** or **False**: Facilitators are expected to be subject matter experts. (1 point)
- ◆ False
11. What does the acronym RISE stand for? (4 points)
- ◆ Respectful
 - ◆ Immediately meaningful
 - ◆ Safe
 - ◆ Engaging
12. Describe what the Stages of Change theory tells us about behavior change. (1 point)
- ◆ 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.
13. What are the four learning styles? (4 points)
- ◆ Auditory
 - ◆ Visual

- ◆ Kinesthetic
- ◆ Reading

14. Describe how the spirit of participant centered services can impact group facilitation. (1 point)

- ◆ Subjective

15. List three common group challenges and one strategy to address each challenge listed. (6 points)

Learner should list three of the following challenges and describe strategies to address the challenge which will be subjective:

- ◆ Off topic discussion
- ◆ Talkative participant
- ◆ Disruptive participant
- ◆ Questions that you can't answer
- ◆ Correcting misinformation

16. What are the four necessary components of the session focus for a group session design? (4 points)

- ◆ Target Audience
- ◆ Session Goal
- ◆ Key Content Points
- ◆ Session Objectives

17. Define target audience. (1 point)

- ◆ A group of people who are in similar situations and have similar needs for the information provided.

18. List the three types of objectives, and write an example for each type – be sure to include the CAB! (6 points)

- ◆ Cognitive: example will be subjective

- ◆ Psychomotor: example will be subjective
- ◆ Affective: example will be subjective

19. **True** or **False**: Well written objectives will enable the facilitator to observe achievement. (1 point)

- ◆ True

20. Describe two ways to create a positive learning environment for participants? (2 points)

Learner could describe any of the following:

- ◆ Temperature
- ◆ Lighting
- ◆ Appearance
- ◆ Seating
- ◆ Accessibility
- ◆ Location

21. What are three learning activities you can use to engage participants? (3 points)

Learner could describe any of the following:

- ◆ Pair Share
- ◆ Explore-Offer-Explore
- ◆ Pros/Cons
- ◆ Storytelling
- ◆ Zero to Ten Scaling
- ◆ Games/Activities

22. What is the purpose of a visual aid? (1 point)

- ◆ To illustrate a point.

23. What is the advantage of beginning a group with a warm up activity? (1 point)

- ◆ Engagement leads to improved relationship – participants will feel more comfortable sharing during the group.

24. List two components of a closing statement. (2 points)

Learner should list two 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.

25. When evaluating a session guide for participant centered criteria, you'll see it in which of the following? (Check all that apply.) (9 points)

- ◆ 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

26. Why is it important to evaluate the group education you provide? (1 point)

- ◆ To ensure that the groups we provide are relevant and meaningful to participants

27. Describe how information from each of the following types of evaluation could be used to support quality participant centered groups. (2 points)

- ◆ **Needs Assessment:** This type of evaluation provides direction for planning.
- ◆ **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

28. **True or False:** Close ended questions provide a way to get more feelings and thoughts from participants. (1 point)

- ◆ False

29. What are the four steps involved in the continuous quality improvement process? (4 points)

- ◆ Assess
- ◆ Plan
- ◆ Implement
- ◆ Evaluate

Total possible points on the posttest =88

Passing score (90% score) = 74 points or higher

Competency Achievement Checklist Providing Participant Centered Groups Module

Master Copy – make copies before using.

Staff (Learner) Name _____

Local Agency _____

Training Supervisor: Evaluate learner competency and achievement of the learning objectives at each checkpoint in the following table.

At this checkpoint:	Evaluate this:	Competency Achievement Date	Initials
Chapter 1 Review Activity	Learner has achieved the appropriate learning objectives in Chapter 1.		
	Learner is able to verbalize how they see themselves as a facilitator of participant centered groups.		
Chapter 2 Review Activity	Learner has achieved the appropriate learning objectives in Chapter 2.		
	Learner is able to describe a method for encouraging participant involvement in a group.		
Chapter 3 Review Activity	Learner has achieved the appropriate learning objectives in Chapter 3.		
	Learner is able to explain the session guide they developed/updated.		

At this checkpoint:	Evaluate this:	Competency Achievement Date	Initials
Chapter 4 Review Activity	Learner has achieved the appropriate learning objectives in Chapter 4.		
	Learner is able to describe their plan for evaluating their session guide.		
Posttest	Learner has achieved a score of 90% or better.		

I verify that _____ has achieved the learning objectives of the *Providing Participant Centered Groups Module* and is competent to perform diet assessments and assign dietary risks. The learner meets the criteria set by the state to receive a certificate of completion for this module.

Signed _____ Date _____

Upon completion of this form:

File the form in the appropriate personnel file in accordance with WIC Policy 440.

Enter the module completion date information in TWIST.

Module Objectives

The following list outlines all of the objectives that are covered throughout the lessons in the module.

Chapter 1 - Overview of Group Education

1-1: Why Use Groups?

After completing this lesson, staff will be able to:

- ◆ Describe two ways participant centered groups influence health behaviors.
- ◆ Identify the key elements of participant centered groups.

1-2: Levels of Involvement

After completing this lesson, staff will be able to:

- ◆ Describe the six domains of the participant centered group model.
- ◆ Determine your level of involvement with group education.

1-3: Role of the Facilitator

After completing this lesson, staff 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.

1-4: Types of Groups

After completing this lesson, staff 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.

Chapter 2- Facilitating Groups

2-1: Facilitator Knowledge

After completing this lesson, staff 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.

2-2: Facilitator Skills

After completing this lesson, staff 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.

2-3: Facilitation Strategies

After completing this lesson, staff 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.

Chapter 3- Developing Groups

3-1: Identify the Session Focus

After completing this lesson, staff 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.

3-2: Developing Objectives

After completing this lesson, staff 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.

3-3: Planning for the Session

After completing this lesson, staff will be able to:

- ◆ Identify five elements to consider when planning a participant centered session.
- ◆ List two ways to create a positive learning environment.

3-4: Composing a Session Outline

After completing this lesson, staff 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.

3-5: Evaluating the Session Guide

After completing this lesson, staff 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.

Chapter 4- Supporting Quality Groups

4-1: Why Evaluate

After completing this lesson, staff 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.

4-2: How to Evaluate

After completing this lesson, staff will be able to:

- ◆ List two methods for conducting evaluations.

4-3: Using Your Evaluation Results

After completing this lesson, staff will be able to:

- ◆ Identify a four step process to support quality groups.
- ◆ Describe your role in supporting continuous quality improvement.

References

For additional information

For more information on theories of adult learner, you may wish to consult:

Health Behavior and Health Education: Theory, Research and Practice, 4th edition, 2008, Edited by Karen Glanz, Barbara K. Rimer, K. Viswanath, Jossey-Bass ISBN: 978-0-7879-9614-7

Theory at a Glance, National Cancer Institute,
<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

