

Oregon WIC

Nutrition Education Guidance



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Chapter **1**

Overview

Introduction

Welcome to Oregon WIC Nutrition Education Guidance!

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

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

What is included in the packet?

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

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

How to Use the Packet

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

Key	
★	Indicates Minimum Standard
◆	Indicates Oregon WIC Policy

Oregon WIC Nutrition Education Philosophy Statement

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

Ideals: What we are striving for

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

Values: What we are committed to

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

Guiding Principles: How values are achieved

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

Standards for Providing Quality Nutrition Education

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

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

Nutrition Education Definition:

Individual or group education that provides information and educational materials designed to improve health status, dietary and physical activity habits, and which emphasizes the relationship between nutrition, physical activity and health, all in keeping with the individual's personal, cultural, and socioeconomic preferences. Participant centered education (PCE) focuses on people's capacities, strengths and developmental needs – not solely on their problems, risks, or negative behaviors.

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

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

Nutrition Education Contact Requirements

A nutrition education contact shall:

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

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

Guidance for Offering 2nd Nutrition Education

Interactive approaches to nutrition education have been shown to be effective in changing behavior and providing participants the opportunity to ask questions and receive feedback. Interactive nutrition education can be achieved in either individual or group sessions. Using strategies that engage the participant in identifying goals or important issues as well as creating solutions that work for them will enhance the effectiveness of nutrition education.

Deciding what type of 2nd nutrition education to offer WIC participants is based on the participant's category and risk level.

Category

Participant's are in certain categories for a short time and their nutrition education needs are specific during those times. Targeted NE activities cover topics that focus on the specific needs of a category. It is recommended that agencies offering group NE provide targeted activities for the following categories of participants:

- Pregnant women in 2nd trimester (focus on prenatal nutrition)
- Pregnant women in 3rd trimester (focus on breastfeeding)
- Postpartum women and infants less than 6 months old
- Postpartum women and infants more than 7 months old
- Children 13 to 24 months of age

Risk level

High Risk

All categories of High Risk participants should be offered individual high risk counseling with the WIC Nutritionist.

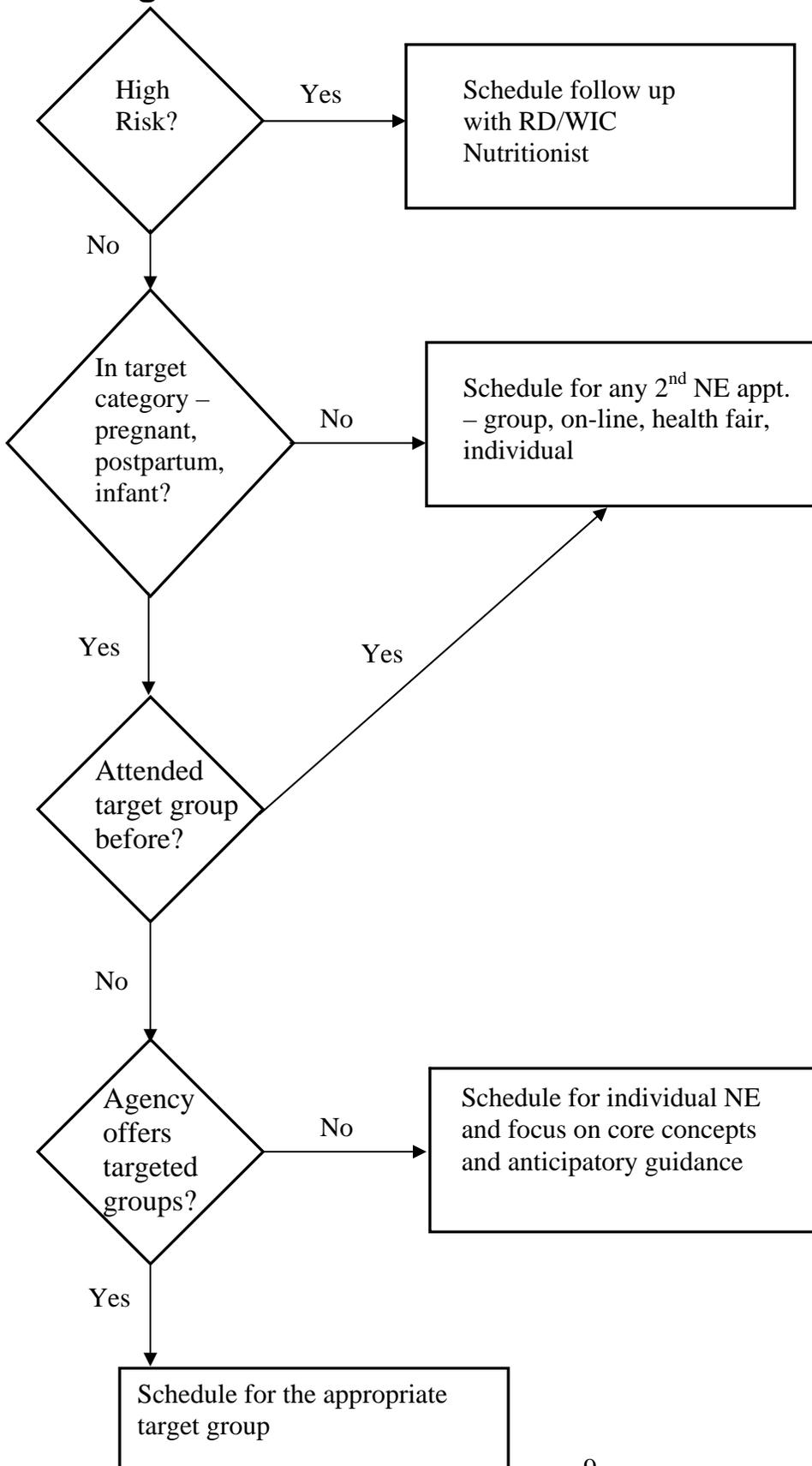
Medium Risk

All categories of Medium Risk participants should be offered a targeted group activity or individual counseling with a WIC certifier. Parents/caregivers of Medium Risk Children 2-5 may be offered online nutrition education as an alternative to group NE activities or individual counseling.

Low Risk

All categories of Low Risk participants should be offered a targeted group or general NE activity, or individual counseling with a WIC certifier. Parents/ caregivers of Low Risk Children 2-5 may be offered online nutrition education as an alternative to group activities or individual counseling.

Offering Second NE Decision Tree



Summary of Key Participant Centered Education Components Training resources and Level 1 standards

Participant centered education (PCE) focuses on people’s capacities, strengths and developmental needs – not solely on their problems, risks, or negative behaviors.

Level 1 Standards indicate the baseline PCE components expected in all certifications.

PCE Components	Training Resources	Level 1 Standard
Building Rapport		
Spirit of participant centered services <ul style="list-style-type: none"> • Collaborative • Accepting • Respectful • Individualized • Non-judgmental • Genuine 	<i>PCE e-Learning Module 2 – The Spirit of Participant Centered Education</i>	Treat the participant with respect
Introduction <ul style="list-style-type: none"> • Greet the participant • Introduce yourself • Identify your role 	<i>PCE e-Learning Module 3 – Opening the Conversation</i>	Welcome the participant, introduce yourself and your role
Setting the agenda <ul style="list-style-type: none"> • How much time you have • What will happen during appointment • Ask permission to proceed • Ask an open ended question 	<i>PCE e-Learning Module 3 – Opening the Conversation</i>	Provide explanation of appointment
Affirmations <ul style="list-style-type: none"> • Find opportunities to sincerely compliment • Make supportive, reinforcing statements • Focus on the positive, successes, and efforts 	<i>PCE e-Learning Module 4 – O.A.R.S.</i> <i>“Saying something nice-Affirmations”, Continuing Education lesson</i>	Give affirmations
Complete the Assessment		
Critical thinking <ol style="list-style-type: none"> 1. Collect all pertinent information. 2. Clarify or gather additional details. 3. Analyze and evaluate all the information you have collected. 4. Determine the best course of action. 	<i>Dietary Risk Module – Chapter 1, Page 20</i>	Ask enough questions to complete a thorough assessment. Questions show the certifier is listening to participants expressed interests.

PCE Components	Training Resources	Level 1 Standard
<p>Active listening</p> <ul style="list-style-type: none"> • Focus undivided attention on participant • Balance of talk time between participant and certifier • Appropriate eye contact, expression, and body language • Accepting and non-judgmental • Leave out your needs or distractions 	<p><i>PCE e-Learning Module 5 – Roadblocks to Listening</i></p>	<p>Listen attentively</p>
<p>Open ended questions</p> <ul style="list-style-type: none"> • Begin with “what”, “how”, or “tell me” • Ask in a way that is open and accepting 	<p><i>PCE e-Learning Module 4 – O.A.R.S.</i></p> <p><i>“Asking Open Ended Questions”, Continuing Education lesson</i></p>	<p>Uses open ended questions to gather information</p>
<p>Probing questions</p> <ul style="list-style-type: none"> • Use to clarify or gather additional details • Use if participant provides short or generic answers (e.g. Fine, He’s healthy, He eats good) 	<p><i>PCE e-Learning Module 4 – O.A.R.S.</i></p>	
<p>Reflections</p> <ul style="list-style-type: none"> • Simple – repeating or rephrasing • Deeper – paraphrasing or reflecting a feeling 	<p><i>PCE e-Learning Module 4 – O.A.R.S.</i></p> <p><i>“Mirror, Mirror on the Wall-Reflecting”, Continuing Education lesson</i></p>	<p>Use simple reflections to check for understanding</p>
<p>Complete the assessment before educating</p> <ul style="list-style-type: none"> • Wait to provide nutrition education until a thorough assessment has been done • Keep track of participant concerns and potential NE topics during assessment (e.g. circle charts) 	<p><i>PCE e-Learning Module 6 – Assessment to Counseling</i></p> <p><i>“Completing the full Assessment before Providing Education”, Continuing Education lesson</i></p>	<p>Wait to educate until assessment is completed</p>

PCE Components	Training Resources	Level 1 Standard
Provide Nutrition Education		
Offer counseling and advice through a menu of options <ul style="list-style-type: none"> • Use interests expressed by participant during assessment to offer a list of potential NE topics to discuss • Offer counseling on areas of concern identified by the certifier from information collected 	<i>PCE e-Learning Module 6 – Assessment to Counseling</i>	Offer nutrition education related to the participant’s interests, concerns, category, or risk.
Anticipatory guidance <ul style="list-style-type: none"> • When no topic or area of interest is expressed by the participant, offer NE based on common areas of concern for participants of a similar age, category, or situation 	<i>PCE e-Learning Module 7 – Providing Advice – Offering Nutrition Education</i> <i>“Providing Anticipatory Guidance”, Continuing Education lesson</i>	Provide nutrition education based on topics relevant to the participant’s age and category if the participant does not express any specific interests or concerns.
Explore/offer/explore <ul style="list-style-type: none"> • Ask what the participant already knows or has tried • Ask permission and then offer information • Find out what the participant thinks about the advice you offered 	<i>PCE e-Learning Module 7 – Providing Advice – Offering Nutrition Education</i> <i>“Providing Advice”, Continuing Education lesson</i>	
Limit printed materials <ul style="list-style-type: none"> • Ask permission to provide • Limit to one or 2 key items • Review key points • Have the participant interact with the info. 	<i>PCE e-Learning Module 7 – Providing Advice – Offering Nutrition Education</i>	Ask permission before giving printed materials to the participant. Offer materials related to the participant’s interests, concerns, category, or risk.
Rolling with resistance <ul style="list-style-type: none"> • Recognize resistance 	<i>PCE e-Learning Module 8 – Rolling with Resistance</i> <i>“Dealing with Resistance”, Continuing Education lesson</i>	

PCE Components	Training Resources	Level 1 Standard
Support Health Outcomes – Closing the conversation		
<p>Summarizing</p> <ul style="list-style-type: none"> • Start with introduction e.g. Let me see if I understand... • Capture both pros and cons – end with pros • Check for understanding “Did I get it all?” • Use to get participant back on track or to reinforce what they have discussed 	<p><i>PCE e-Learning Module 4 – O.A.R.S.</i></p> <p><i>“Did I get it all? Summarizing”, Continuing Education lesson</i></p>	<p>Summarize participant’s concerns and potential next steps</p>
<p>Next steps</p> <ul style="list-style-type: none"> • Ask the participant what they want to work on • Is individualized (is not a generic or standard statement used for all participants of a particular category) • Review any previously entered “Next Steps” 	<p><i>PCE e-Learning Module 9 – Next Steps.</i></p>	<p>Identify a next step that reflects something expressed by the participant and can be revisited at future appointments.</p>
<p>Positive health outcome eligibility statement</p> <ul style="list-style-type: none"> • Summarize the reasons the participant is on the program • Include length of certification • Connect to a positive health outcome for their category 	<p><i>PCE e-Learning Module 9 – Next Steps.</i></p> <p><i>“Program Eligibility: A Health Outcome Approach”, Continuing Education lesson</i></p>	<p>Make an eligibility statement that includes the reason for WIC participation, connects to an appropriate positive health outcome and states the length of cert period</p>
<p>Food package assignment</p> <ul style="list-style-type: none"> • Based on participants needs and risks 	<p><i>Food Package Assignment module</i></p>	<p>Assign a food package that meets the participant’s needs</p>
<p>Setting the next appointment</p> <ul style="list-style-type: none"> • Meets participants expressed interests 		<p>Appointment offered for second nutrition education related to the participant’s expressed interest, category, or risk</p>

Chapter **2**

Individual Education

Guidelines for Individual Nutrition Education

Description/Definition

An individual contact with a CPA that is tailored to the nutrition concerns and interests of the participant.

Guidelines for Effective Provision of Individual NE

- ★ Make a personal connection with the participant.
- ★ Review previously assigned risks documented.
- ★ Address a specific concern identified at earlier appointment.
 - Affirm any success or progress the participant has made towards next steps, or positive nutrition or health outcomes.
 - Acknowledge concerns and barriers.
 - Assess where the participant is at within “the stages of change” continuum.
- ★ Work with the participant to set a next step to work on until their next visit (or appointment).

Standards for Individual Education

- ★ NE must connect to the relationship between food and health. In other words, it must be nutrition related. ♦Policy 800, 2.2
- ★ Must be face-to-face interaction between a WIC staff person and the participant. ♦Policy 810
- ★ Should be designed to meet the participants’ nutritional needs, risks, and interests. ♦Policy 810, 1.4
- ★ Must include verbal interaction between the WIC staff person and participants, even if using an audiovisual. ♦Policy 820, 2.4
- ★ May be attended by the participant, their parent or caretaker. Parents or caretakers must be either the first or second signer on the WIC ID card. ♦Policy 835, 1.0
- ★ Should be based on current scientific research and national standards.
- ★ Should be culturally sensitive and appropriate for the target audience.
- ★ Breastfeeding Peer Counseling services are in addition to the required second nutrition education contact. ♦Policy 716
 - Should be participant-focused and encourage active participant involvement since this is most likely to result in a change in behavior by the participant.

Appropriate Use

- For participants whose life situation or learning style is most suited to one-on-one contact.
- For participants where no group nutrition education topic available is appropriate.
- For participants whose primary WIC clinic location does not offer group NE.
- For participants unable to attend group NE.
- For all risk levels (high risks seen by RD).

Appropriate Staff to Provide this type of NE

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

Appropriate use of Technology

- Showing growth charts in TWIST.
- Showing video clip or illustrations of topic specific to the participants’ risk, culture, and interests.
- Providing interaction (i.e. use of scenarios or quizzes).
- Providing “take-home” tips and printable reinforcements.

Inappropriate Use of Technology

Showing a video without interaction with participants

Documentation

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

Evaluation

- Self observation
- Assess changes in attendance
- Participant feedback (verbally or through surveys)

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

Description/Definition

★ “Mid-Certification Health Assessment” (MCHA) is a required, expanded nutrition education contact that occurs approximately in the middle of the infant’s first year. ♦Policy 646

Guidelines for Effective Provision of NE at MCHA

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

Appropriate Use

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

Appropriate staff to Provide this type of NE

★ CPA ♦Policy 810

Inappropriate Use

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

Appropriate technology

N/A

Documentation

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

Evaluation

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

Guidelines for Using Online Nutrition Education

Description/Definition

“Online nutrition education lessons” are designed as self-guided, interactive learning tools. Online nutrition education lessons are intended to be offered as a 2nd nutrition education option to low and medium risk participants.

Guidelines for Effective Provision of Online Nutrition Education

- ★ A personal connection with the participant should be made.
- Participants shall have access to the Internet and an interest in using the Internet for online nutrition education.
- Access to the Internet could include having a dedicated computer in the home, and/or using a computer in another location such as the library or friend’s or relatives home, or a clinic kiosk.

Advantages

- Online lessons are to be used as an alternate form of 2nd nutrition education for low risk participants when group education or individual counseling cannot be provided.
- Online lessons may serve as a second nutrition education contact providing the participant completes the lesson and reviews the completed class certificate or online class form with a designated staff member prior to FI issuance.

Disadvantages

- Documentation of online lessons may not be able to be scheduled since participants may walk-in to the clinic for FI issuance at any time. This may impact clinic flow.

Standards for Online Nutrition Education

- To become familiar with the lessons, have each CPA complete each online lesson.
- Give participants credit for completing each lesson only once. Participants may complete more than one lesson but should not get credit for completing the same class twice.

Appropriate Uses for Online Nutrition Education

Online lessons can be used in situations such as the following:

- When a participant’s schedule conflicts with the 2nd nutrition education options the clinic offers.
- When a participant misses a scheduled 2nd nutrition education appointment and chooses to complete an online lesson instead rescheduling their appointment.
- Situations in which a participant is sick and is not able to attend their scheduled 2nd nutrition education.
- Instances when a participant is due for a 2nd nutrition education contact but an appropriate group class is not available.

Appropriate Staff to Provide the Contact Type

- Any staff member may assist a participant with proof of class completion.
- ★ A designated qualified staff member should review what behavior change the participant plans to make after completing the class. ♦Policy 810

Inappropriate Uses for Online Classes

Online classes should not be used in situations such as the following:

- For high risk participants.
- For participants with low literacy skills.
- As a way to limit 2nd nutrition education group activities offered in the clinic.
- When targeted nutrition education would be more appropriate for the participant's risk and category.

Appropriate and Inappropriate Use of Technology

Be sensitive to the fact that some participants may not have access to a computer and/or the internet.

Documentation

- Each local agency can choose whether to use online classes in their agency.
- ★ Local agencies must have a written procedure in place for using online classes. This procedure should include how staff will determine if a participant is eligible for online nutrition education, how online class instructions will be given to the participant, how the appointment will be identified in the participant's record, which local agency staff will assist the participant with proof of class completion, where documentation will be kept in the participant's record that the contact was made using the Internet, and how vouchers will be issued to the participant.

Evaluation

Each online class completion form contains a section for the participant to indicate one thing they learned or plan to do differently after completing the class. A designated qualified staff member should review this with the participant before FIs are issued.

Guidelines for Using Self-Paced Lessons

Description/Definition

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

Guidelines for Effective Provision of NE with Self-Paced Lessons

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

Advantages

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

Disadvantages

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

Standards for Self Paced Lessons

- To become familiar with the lessons, have staff members who will be reviewing the evaluation or activity component of the lesson with the participant complete the self-paced lessons your agency plans to use.
- Give each participant the same self-paced lesson only once. A 12-month schedule could be developed using a different self-paced lesson each month.

Appropriate Use

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

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

Appropriate Staff to Provide this type of NE

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

Inappropriate Use

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

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

Appropriate and Inappropriate Use of Technology

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

Documentation

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

Evaluation

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

Chapter 3
Group Education

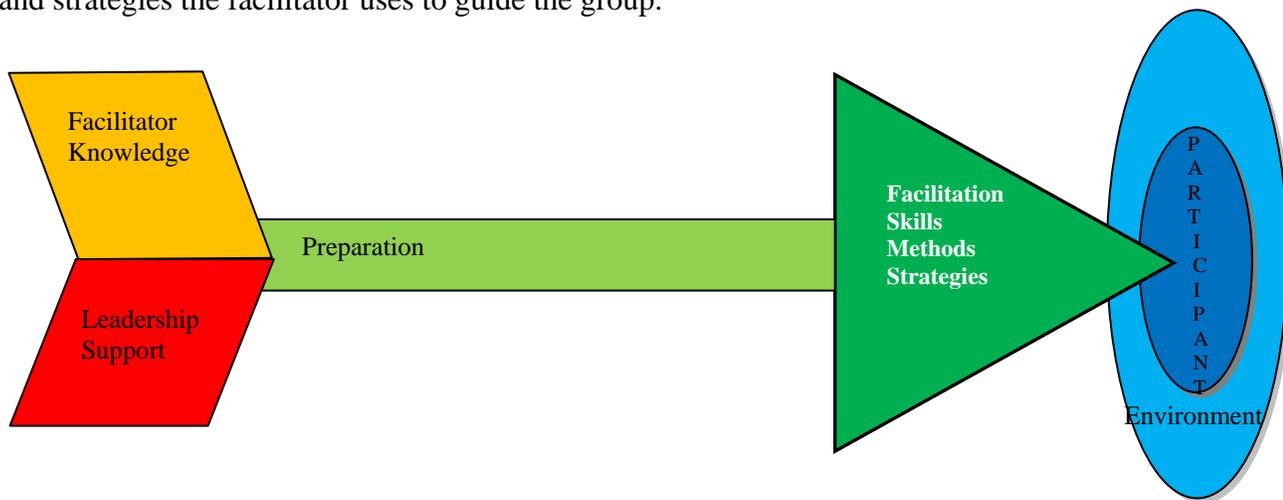
Participant Centered Groups: Listening and Learning Together – A Model

Overview

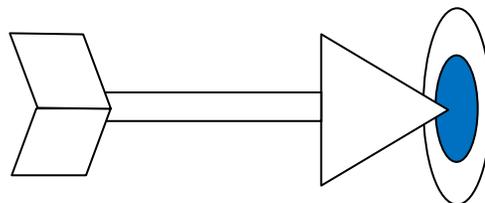
Participant centered groups are an interactive form of learner focused education where participants have the opportunity to discuss topics and share their questions and knowledge with other participants in the group. This allows participants to gather information from each other in a supportive environment where their culture, prior experience, and personal concerns are acknowledged and respected.

People are more likely to change behavior when they feel comfortable in their surroundings, are actively involved in the educational process, and develop the ability to reflect on their own behavior. Participant centered groups create a safe learning environment that supports adult learning. The role of the facilitator in participant centered groups is to create an atmosphere of acceptance, guide the discussion and activities, and encourage participation from all group members.

The following model identifies six areas of influence or domains which contribute to providing successful participant centered groups. The target represents the learning environment with the participant at its center, while the arrow indicates the knowledge, support, preparation, skills, methods and strategies the facilitator uses to guide the group.

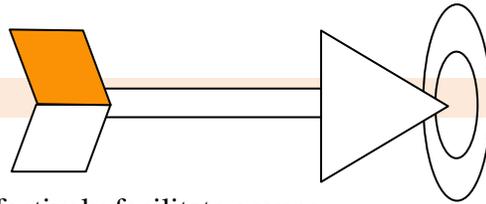


Participant Centered Groups Model Domains: Participants at the center



At the heart of it all, nutrition education focuses on the participant. WIC’s ultimate goal is to promote positive health outcomes for the participant.

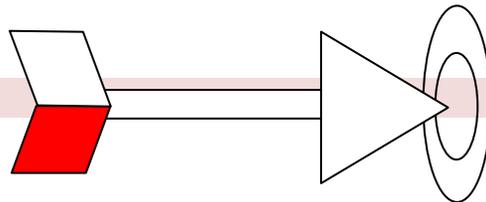
Facilitator knowledge



Staff has the knowledge needed to effectively facilitate groups.

- Understands adult learning theory, learning styles, stages of change, and group dynamics
- Understands the social-ecological model of influences on health behaviors
- Differentiates between participant centered and teacher centered approaches to facilitating groups
- Understands basic instructional design and theory
- Knowledge of subject matter/content area (e.g. knowledge of breastfeeding if facilitating breastfeeding groups, knowledge of infant nutrition and feeding if facilitating infant feeding groups)

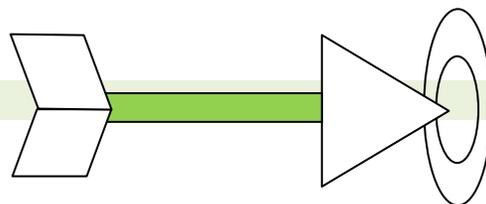
Leadership and Support



Agency leadership is committed to providing Nutrition Education (NE) and ensures that it is supported and that the necessary resources are allocated.

- All staff market NE to participants, understand session topics offered in their agency, and schedule participants appropriately.
- Appropriate NE sessions are scheduled in a languages appropriate for participants and staff time is allocated for NE preparation and session design
- Only staff with the necessary knowledge and skills to be successful are scheduled to facilitate NE groups.
- Staff facilitating sessions are observed and provided positive feedback.
- NE groups are evaluated for effectiveness by facilitator, participants, and supervisors.

Preparation

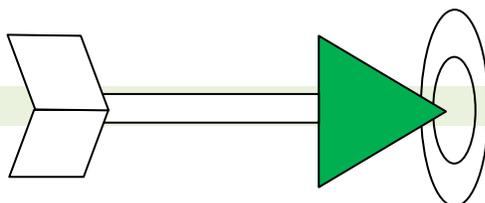


Nutrition education sessions are carefully planned to meet the needs of the participants and all necessary materials and resources are prepared ahead of time.

- Session topics and methods are based on learning needs of participants (e.g. anticipatory guidance, participant category, based on participant surveys or assessments).
- The session outline is designed based on clear purpose and objectives and includes specific content to cover, open-ended questions to ask, and participant activities that are respectful of participants customs and beliefs.
- Session outlines are reviewed, practiced or piloted, evaluated, and revised before they are presented regularly to scheduled participants.

Preparation (cont.)

- Content is limited to allow time for dialogue and action (teach less, learn more) and is flexible enough to change based on the participants needs.
- Session logistics are determined (e.g. location, length of session, frequency offered, materials are prepared, appropriate staff to facilitate are scheduled).
- Facilitator is mentally prepared for the session, leaving personal concerns, judgments, and opinions at the door.
- Learning materials, such as handouts and videos, are not the focus of the session, but are relevant and support the topic of the session. Materials have an element of interactivity, and avoid judgment or restrictive language.



Facilitation

The point of contact with the participant is during NE sessions. The role of the facilitator during that time is use their skills, methods and safety strategies to keep the discussion on topic and to ensure participants in the group feel safe to interact and learn.

Facilitation Skills

Adapts the Oregon WIC Listens skills used for individual counseling to groups.

- Spirit and style
 - CARING – Collaborative, Accepting, Respectful, Involved, Non-judgmental, Genuine
 - The facilitator understands the impact of their tone of voice, eye contact, and body language
- Opens the conversation
 - Greet the group and introduces self, role, topic, and time available
 - Sets the stage and asks permission to proceed
 - Starts the session with a warm-up activity to invite participation and focus the learning
- Demonstrates active listening
 - Asks open ended questions
 - Determine the needs, knowledge level, and interests of the group
 - Guides the discussion and elicits ideas and information from the participants
 - Affirms participation without judging right or wrong answers
 - Reflects to ensure understanding or to acknowledge emotion
 - Summarizes to keep discussion on target and on topic
 - Attending (observing what is the body language and tone of voice of the participants)
 - Involves the group
 - Pauses to allow time for participant to answer before asking another question or offering information
 - Asks the group to answer other participants' questions by sharing their experiences or thoughts, before offering information
 - Allows time for everyone to talk and accepts all viewpoints non-judgmentally

Facilitation Skills (cont.)

- Closes the session
 - Summarizes the ideas and information provided by the participants
 - Invites the participants to reflect on what they have learned and encourages a move to action
 - Expresses confidence in the participants' abilities and thanks them for participating
 - Allows opportunity for feedback or evaluation of the session

Facilitation Methods

Information and session activities are provided to participants in a way which involves them in their own learning.

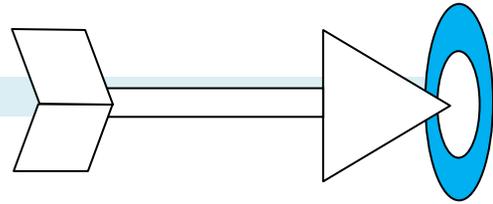
- Provides opportunities for experiential learning (cooking demonstrations, taste tests, hands-on practice, discussions, planning, decision making)
- Visual aids or learning materials are used effectively
- Family centered – involves family members and children whenever possible
- Provide menu of options on key concepts
 - Offer ideas that are not discovered by the group
- Use a variety of methods that address different learning styles
 - Pair sharing
 - Small groups or table topics
 - Explore-offer-explore
 - Pros and cons grid
 - Stories
 - 0-10 scaling
 - Menus or lists of choices
 - Trade-offs
 - Values clarification/emotional messaging

Facilitation Safety Strategies

Groups can be scary for both the facilitator and the participant. Safety strategies can decrease fears and increase confidence.

- Provides a “safe” environment by establishing ground rules and building the group from within
- Rolls with resistance
- Facilitator safety
 - Responds to incorrect information using the “Affirm – Add – Move on” method
 - Redirects to the group when discussion gets off track
 - Clarifies different views
 - Knows what to do if you don't know the answer to a question
 - Uses strategies to address the talkative participant
 - Involves the quiet participant
 - Uses strategies to address the disruptive participant

Experiential Learning in a Safe Environment



Participants feel comfortable and safe in the environment where NE is provided. Whenever possible they are given the opportunity to participate in their own learning.

- The location of training is accessible (Americans with Disabilities Act, parking, close to clinic), comfortable (light, temperature, seating) and inviting (homey, not cluttered).
- The environment and materials are prepared and arranged prior to beginning of session.
- The environment is safe for participants and their children (child proofed).
- The environment is used to maximize learning with seating in a circle (when appropriate), and easy to see visuals.
- Facilitators use methods and strategies that involve the participant.

Guidelines for Group Nutrition Education

Description/Definition

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

Guidelines for Effective Provision of Group NE

Advantages

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

Disadvantages

- Takes time to prepare.
- Requires adequate space.
- Participant attendance can be disappointing.
- Not all participants learn best in a group environment.
- Requires a facilitator who feels comfortable working with a group of people.
- May be ineffective if not done appropriately.

Standards for Group Nutrition Education

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

Appropriate Use

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

Appropriate Staff to Provide this type of NE

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

- If a guest speaker is providing group NE in the WIC clinic (i.e., Dental Hygienist), the session should be facilitated by a qualified WIC staff person.

Inappropriate Use

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

Appropriate and Inappropriate Use of Technology

Audiovisual equipment and technology can enhance NE provided, but if used improperly it can also turn an interactive session to a stagnant, teacher-centered lecture. Technology is not meant to replace a well-trained facilitator or participant participation, but should assist the facilitator in communicating the session's nutrition messages to participants. Here are important points to consider and incorporate when using technology in group settings:

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

Documentation

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

Evaluation

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

Guidelines for Large Group Education Events as Second Nutrition Education Contacts

Description/Definition

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

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

Guidelines for Effective Provision of Large Group Education Events

Advantages

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

Disadvantages

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

Appropriate Use

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

Appropriate Staff to Provide this Type of NE

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

Inappropriate Use

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

Documentation

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

Evaluations

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

Chapter 4
Alternative Nutrition Education

Guidelines for Off-Site Nutrition Education

Description/Definition

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

Guidelines for effective provision of Off-Site Nutrition Education:

- An alternative provider provides nutrition and/or physical activity education that is appropriate for and meets the interests of the WIC participant.
- Prior to referring a WIC participant to an alternative WIC nutrition education opportunity, the WIC Agency must enter into a written agreement with the outside agency and keep a copy of this agreement on file. (♦Policy 810 & 830.2, 830.4-8).
- A WIC client can request to use an off-site nutrition education experience in place of attending nutrition education at the WIC clinic, such as a parent attending a “Family Mealtime” class offered by Head Start. If the WIC Agency does not have a written agreement with the program or organization, an agreement must be established prior to client attendance.
- Must be coordinated with appointments to for participants to pick up vouchers at the WIC clinic.

Appropriate use of contact:

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

Appropriate staff to provide NE for that contact type:

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

Inappropriate use:

- Nutrition education provided by OSU Extension SNAP-Ed, cannot be used to meet the WIC program’s required second nutrition education contact. SNAP-Ed can be used to support activities that enhance or exceed WIC’s requirements for nutrition education and breastfeeding.

- The session does not have a nutrition or physical activity component (e.g. potty training.)
- Attendance of an off-site Nutrition Education cannot be self-reported by a client.

Appropriate and inappropriate technology

N/A

Documentation:

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

Evaluation:

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

Guidelines for Using Partners to Enhance Group Nutrition Education

Description/Definition

When planning classes, consider including community experts to enhance your WIC nutrition education classes.

Guidelines for Effective Partnering

Advantages

- There may be a community resource who has special knowledge or nutrition expertise to bring to the nutrition education class.

Disadvantages

- WIC staff may have less input over the content of the nutrition education session.

Standards

N/A

Appropriate Use

1. OSU Extension Service SNAP-Ed funds can only be used to support activities that exceed or augment WIC's requirements for nutrition education, breastfeeding and Farm Direct Nutrition Program. So, classes that involve SNAP-Ed staff must include a nutrition portion taught by WIC staff, and then SNAP-Ed staff can enhance the lesson with a food activity. SNAP-Ed staff or trained SNAP-Ed volunteers may be involved.

Examples of this WIC and SNAP-Ed partnership include:

- The WIC staff facilitate a nutrition class and SNAP-Ed staff provide the food demo or other food activity that compliments the lesson.
 - The WIC Agency has a Big Fun or other health fair style class, where WIC staff use the displays on various nutrition topics to provide nutrition information and answer questions and SNAP-Ed provides a food demo that supports the theme of the month.
 - At a farmers market, WIC and SNAP-Ed share a booth where WIC issues FDNP booklets, provides orientation and nutrition education and SNAP-Ed staff show uses for the produce that are available at the market that day.
2. In counties with EFNEP, i.e. Metro (Washington, Multnomah and Clackamas) and Lane, EFNEP can do "public Event" group classes as outreach to recruit homemakers into the program. It would be possible to either team teach an agreed upon lesson or arrange for EFNEP to cover something related to a nutrition topic in the EFNEP curriculum.
 3. An Extension Master Gardener could teach a class on container gardening or growing herbs.
 4. Nutrition Extension faculty, paid out of state Extension funds, teaches a food safety class.
 5. The public health dental hygienist talks about eating foods for a healthy smile and demonstrates how to brush a child's teeth.
 6. WIC staff discuss the nutrients fruits and vegetables provide and the produce manager from the local grocery store talks about what to look for when choosing different produce and offers samples.

7. WIC agency may hire OSU Extension Service staff trained in nutrition (EFNEP, SNAP-Ed) to provide on-going WIC nutrition education on a variety of basic nutrition topics such as fast meals, saving money at the grocery store, etc. This arrangement requires a signed contract. A class schedule would be set and WIC would review and approve the lesson plan.

Appropriate staff to provide this type of NE

The community expert must be either a health professional (e.g. Nurse, Dental Hygienist) or supervised by a qualified nutritionist or health professional (e.g. SNAP-Ed or EFNEP staff); OSU Extension Master Gardener.

Documentation

- The partnerships described have the community expert coming to the WIC clinic to either assist or provide the nutrition education class, and attendance at the group nutrition education will be documented in the Participant's record. Policy 830.
- The session title, topic, date and the name of the instructor must be documented using the 'Appointment Scheduler' function in TWIST. Policy 830, 2.1, 2.4, 2.5.
- Group education titles, duration, language and frequency or dates offered will be documented in TWIST. Policy 820, 4.0.
- Lesson plans for each group education class must be kept on file and must include measurable goals and learning objectives. Policy 820, 4.0.

Evaluation

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

Guidelines for High Risk Second Nutrition Education Contact over the Telephone

Description/Definition

An individual second nutrition education high risk participant contact with the RD over the telephone when the participant is unable to come in to the clinic for medical reasons or has missed the original scheduled face to face appointment with the RD and rescheduling the appointment is not possible.

Guidelines for Effective Provision of 2nd NE over the telephone

Telephone contacts should occur in an environment that promotes effective communication between the participant and the RD and ensures that both are actively involved in the interaction and confidentiality of participant information is protected. Telephone contacts should occur at a time when the participant is available. If the participant is not available at the designated time, the staff will attempt to reschedule the contact.

If the contact is long distance, the agency will pay for the phone call.

Advantages

- Telephone contacts for nutrition education can be used when a face to face contact is not possible.

Disadvantages

- Telephone contacts may not be the best delivery medium that creates opportunities for participant interaction and feedback. Be sensitive to the fact that cell phone service may not provide the best consistent communication in certain areas.

Standards for Telephone Contacts

- Review recent information collected in the participant's record.
- Address specific risk(s) or concerns identified at the previous certification or nutrition education contact.
- Acknowledge any success or progress the participant has made towards nutrition goals or health improvements.
- Acknowledge concerns or barriers the participant may have trying to achieve their goals.
- Provide appropriate informational reinforcements such as pamphlets or brochures to the participant by mail or email before or after the telephone contact is made.

Appropriate Uses for Telephone Contacts

Telephone contacts can be used to provide second NE to high risk participants who have missed a scheduled appointment with the RD include:

- In cases when a participant is bedridden or unable to come to the clinic for medical reasons.
- In cases when WIC RD services at the clinic are not offered for the remainder of the month.

Appropriate Staff to Provide the Contact Type

The agency's RD.

Inappropriate Uses for Telephone Contacts

Telephone contacts shall not be used as a substitute for scheduled face-to-face appointments with the RD.

Documentation

- Each nutrition education telephone contact should be documented in the participant's record using the same criteria as a face to face nutrition education contact.
- Documentation should indicate the nutrition education that was provided over the telephone.
- Local agencies shall have a written procedure in place for using telephone contacts. This procedure should include who will provide individual follow up with the participant over the telephone, in which situations a telephone contact will occur, how documentation will be entered into the participants record, how vouchers will be issued to the participant, etc.

Evaluation

- Evaluation should include staff and participant feedback about the effectiveness of the telephone contact to provide nutrition education.

Chapter **5**

Tools and Resources

Oregon WIC Program Marketing Nutrition Education

Place

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

Product

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

Price

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

Promotion

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

Evaluation

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

Sample Evaluation Form

Please give us your feedback. This is for you. We want to know what you think! Circle the number that matches how you feel.

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

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

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

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

Using PowerPoint Presentations for WIC Nutrition Education

Advantages and Disadvantages

What are the advantages of using PowerPoint?

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

What are the disadvantages of using PowerPoint?

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

Do's and Don'ts

Do's

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

Don'ts

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

Anatomy of a Good PowerPoint Presentation

Before you start

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

Include

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

Use it well

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

Review and evaluate

- Is your session better with the PowerPoint slides?
- Did participants in the session talk more or less than without the PowerPoint slides?
- Did participants ask questions and talk to each other in the session?
- Were participants attending able to meet the session objectives?
- Did PowerPoint allow you to show something you wouldn't have been able to otherwise?

Comparison of Group Nutrition Education Approaches

Child-Centered Approach

This is an approach which focuses on the child as the learner. Examples include activities in which children learn together, such as:

- Listening to an adult read a nutrition picture book
- Putting together a container garden
- Singing songs about fruits and vegetables
- Doing a food art project
- Preparing a simple nutritious recipe

Benefits

- Reduces the need for childcare, as children are also engaged in the learning activity
- Reduces potential distraction of parents/caretakers by children who are bored in adult-oriented classes
- Staff model parenting skills and activities parents/caretakers can do at home with their children
- Helps prepare children for school (especially develops reading readiness skills)
- Fun

Limitations

- Does NOT always involve parents/caretakers
- Poses some difficulty in developing curriculum when children attending session are at different developmental stages

Facilitated Group Discussion (FGD)

FGD is an interactive form of learner centered group education where the learners discuss a specific topic and share their questions and knowledge with other group members. This allows WIC learners to gather information from each other in a supportive environment where their culture, prior experience, and personal concerns are acknowledged and respected.

Benefits

- Focuses on the learners' needs
- Establishes relationships between learners
- Gives learners opportunity to learn from one another
- Gives every learner opportunity to participate in the discussion
- Best for groups of 3-20 members

Limitations

- Requires a room where chairs can be arranged in a circle
- Requires a topic that members are familiar with and have some experience in
- Requires skill development of staff (to keep group on track, deal with misinformation, etc.)
- Group may get "side-tracked"

Family-Centered Approach

This is an approach in which the family (parents/caretakers and children) learn together. Examples include:

- Reading a nutrition picture book
- Putting together a container garden
- Singing songs about fruits and vegetables
- Doing a food art project
- Preparing a simple nutritious recipe

Benefits

- Helps parent and child bond
- Reduces the need for childcare, as children are also engaged in the learning activity
- Reduces potential distraction of parents/caretakers by children who are bored in adult-oriented classes
- Staff model parenting skills and activities parents/caretakers can do at home with their children
- Helps prepare children for school (especially develops reading readiness skills)
- Fun

Limitations

- Poses some difficulty in developing curriculum when children attending session are at different developmental stages

Guest Speaker

This is an approach in which a person who has experience with a particular topic, such as a representative from a community agency, presents information.

Benefits

- May personalize the topic
- Provides another viewpoint
- May break down stereotypical views
- May provide exposure to community resources

Limitations

- Guest may NOT be a good facilitator
- Learners may NOT relate to the speaker

Interactive Activities

This is an approach in which learners interact with various activities to engage them in the learning.

Examples include:

- Games
- Writing recipes
- Art projects
- Writing lyrics to songs
- Word puzzles
- Storytelling
- Dramatizations

Benefits

- Addresses multiple intelligences
- Develops skills
- Fun

Limitations

- Some learners may NOT feel comfortable interacting

Lecture

This is an approach in which the educator presents information to participants usually with the participants as passive learners.

Benefits

- Presents material in an organized fashion
- Useful for large groups

Limitations

- Focuses on the information the educator believes to be relevant to the learners
- Does NOT engage learners
- Does not provide opportunity for learners to develop skills

Lecture with Discussion

This is an approach in which participants are given the opportunity to ask questions and present feedback during or after the lecture.

Benefits

- Presents material in an organized fashion
- Useful for large groups
- Gives some opportunity for learner to address their needs

Limitations

- Often only a few learners have opportunity to participate in discussion
- Usually does NOT give learners opportunity to learn from one another

Panel of Experts

This is an approach in which several experts present information on a topic.

Benefits

- Provides several viewpoints on a topic
- May “hold” learners’ attention through the diversity of viewpoints

Limitations

- Experts may NOT be good facilitators
- Learners may NOT relate to the experts
- Presentation may NOT be well organized
- Limited opportunity for interaction
- Does not provide opportunity for learners to develop skills

Role Play

This is an approach in which two or more people act out a scene as though it was “real life”. “Props” such as baby dolls or food models may be used.

Benefits

- Introduces a problem situation in a dramatic way
- Provides opportunity for learners to put themselves in others’ shoes and thus experience another point of view
- Explores a variety of approaches for solving a problem
- Provides opportunity for practicing skills

Limitations

- People may feel uncomfortable performing/”acting”
- Difficult to use with large groups

Video Presentation

This is an approach in which a video on the topic is presented for viewing.

Benefits

- Limited preparation time required
- Presents material in an organized fashion
- May present information in an entertaining way

Limitations

- Limited interaction for learners
- Requires special equipment
- Does not provide opportunity for learners to develop skills

Nutrition Education: Attendance and Refusal Summary of Policy 835

Participants shall not be denied FIs for failure to attend or participate in nutrition education activities.

Follow these steps when a participant is unable to attend their scheduled nutrition education:

1. Try to reschedule the participant for another nutrition education appointment within the same month and issue FIs at that appointment.
2. If it is not possible to reschedule the participant within the same month, allow the participant, caretakers or their proxy to come to the clinic to pick up one month's issuance of FIs and reschedule the participant for their second NE activity the following month. Continue their normal frequency of FI issuance when they attend the NE activity.
3. If the participant refuses any 2nd nutrition education offered during the initial or subsequent certifications, they must pick up their FIs in person. Follow local agency policy for frequency of FI issuance. Document NE refusal in the participant's record in TWIST.

Documentation for Nutrition Education (NE) Offerings, Refusals, Reschedules and No Shows***

(Refer to Policy 830: Nutrition Education – Documentation)

Process	Flow	Documentation
1. WIC Staff Offer Participant NE	Offer and encourage attendance at a second NE* opportunity at <u>every</u> cert/recert appointment. (Regardless of whether participant has refused NE in the past).	Document in Family Appt record: An NE request or booked NE appointment for each family member
2. Participant Refuses NE	Only occurs at cert/recert visit when participant refuses to attend <u>any</u> second nutrition education contact (this should happen very rarely). Schedule an FI pick-up so participant continues to receive FIs.	Document in FAR using the NE Refusal button.
3. Participant Reschedules Second NE	Participant calls <u>before</u> scheduled second NE to say they can't attend. Offer to reschedule. If cannot reschedule, schedule an FI pick-up (either scheduled appt. or walk-in time).**	No additional documentation needed – this is not a “refusal”. The FI pick-up is not required to be documented in the FAR.
4. Participant No Shows Scheduled Second NE	Participant does not attend second NE. Make effort to contact participant to reschedule NE or if unable to reschedule NE, set up an FI pick-up so they receive next set of FIs.	Unattended scheduled appts. are “no showed” by End of Day. No other documentation is needed.

*Second Nutrition Education Contacts may include the following appointment types: F1, F2, F3, FD, IE, MI, MW, GE.

** PU (“FI Pick-up”) appointments do not qualify as second NE contacts.

***For any of these scenarios, a participant may receive up to 3 months of FIs depending on local policy and procedure.

NOTE: NE Refusal documentation can be viewed on the Family Appointment Record by selecting participant and clicking on the “**NE Refusal**” button. Documentation of refusal will remain in the system unless or until user chooses to remove it.

Notes

