

Oregon WIC Listens – Continuing Education: *Providing Anticipatory Guidance*



Time: 30 minutes

Materials:

1. *Bright Futures in Practice: Nutrition*
2. *What We've Talked About in WIC Today* (Circle Chart)

Note – the circle charts are located on the Oregon WIC Listens website:
www.oregon.gov/DHS/ph/wic/orwl.shtml.

Objective:

1. Staff will be able to define anticipatory guidance.
2. Staff will be able to identify strategies for providing anticipatory guidance.
3. Staff will be able to identify areas of common concerns for specific categories of participants.

Instructions:

1. Briefly review the information included in the **Content** section of this CE with staff.
2. Conduct a facilitated discussion with staff using the **Sample Questions** from the **Facilitated Discussion Guide** section in this CE.
3. Provide time for staff to practice providing anticipatory guidance, using the strategies discussed.

Introduction:

Anticipatory guidance is the process of sharing information about a condition or situation before it occurs. WIC is a nutrition education program and WIC certifiers have a special expertise in maternal and child nutrition. There are key times when anticipatory guidance is appropriate during interactions with WIC participants.

Content:

Even when a participant does not bring them up, there are key concerns that are relevant to the age or category of a participant. Ideally we would bring anticipatory guidance into a conversation without lecturing or taking control of the conversation. Consider the following strategies for inserting information in a participant centered manner.

Strategies

- ❖ Talk about child's age: *"Tell me what you've heard about children and eating at this age?"*
- ❖ Identify what the participant already knows about the topic: *"What have you heard about breastfeeding?"*

- ❖ Note the topic for anticipatory guidance on a circle chart
- ❖ Highlight a couple of items that are most important at this age or stage:
 - *“Many parents of two year olds are concerned about eating behaviors like being picky or going on food jags.”*
 - *“Common concerns of pregnant women who are in their second trimester like you are....”*
 - *“As a new mom, you may have questions about when to start solids and what foods to give...”*
- ❖ Offer a pamphlet, highlight 1 or 2 key items and encourage them to review rest at home.

Additional Examples:

- ❖ *“Here’s something I thought we might talk about today ...how does that sound?”*
- ❖ *“Last time we talked about...so today we might discuss...”*

Facilitated Discussion Guide - Sample Questions:

1. What do you do when a participant says everything is fine and that there are no issues?
2. What do you know about anticipatory guidance?
3. What have you found difficult about providing anticipatory guidance?
4. What have you found easy about providing anticipatory guidance?
5. What are some of the strategies that do not work well for providing anticipatory guidance?
6. What are some of the strategies that work well for providing anticipatory guidance?
7. What do you think would be the difference in the response you would get after providing anticipatory guidance in a participant centered manner?

Practice Activities:

1. **Common concerns** – In order to effectively provide anticipatory guidance, it may be helpful to review the most common concerns that your participants’ express. Working alone or with a co-worker, compile a list of three or four common concerns for the following categories of participants. **Note:** For more information on specific populations, refer to *Bright Futures in Practice: Nutrition*.
 - a. Pregnant woman:

- b. Breastfeeding woman:

- c. Non-breastfeeding woman up to 6 months postpartum:

- d. Infant under 12 months of age:

- e. Child 1 to 5 years of age:

2. **Circle chart** - The circle chart is a tool for use by certifiers to keep track of the various topics that are mentioned throughout a certification. When a participant does not have much information to offer, you could use this chart to record some of the common concerns that someone of a specific category may have. By filling in the circles with some of these common concerns, you could then provide the participant with a “menu of options” for your conversation. Working with a co-worker, fill in a circle chart with some of the common concerns you identified in practice activity 1. Then, practice having a conversation with your co-worker, using the circle chart as a guide to introduce anticipatory guidance topics.

Case Study:

Destiny is a twenty-two year old mother of a happy and healthy two-year old girl Andrea. Andrea is growing well and Destiny doesn't have much to say about her child, other than everything is going really well.

1. What are some questions or statements you could use to provide anticipatory guidance to Destiny? (Remember, the goal is to do so without lecturing or taking control of the conversation.)