

Participant Centered Education

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



Participant Centered Education

Your definition:



Spirit of Participant Centered Services

- ❖ Genuinely warm and respectful, both sides bring something to the table
- ❖ Accepting and understanding even if you don't agree
- ❖ Individualized and emphasizes freedom of choice
- ❖ Collaborative – walk side-by-side, rather than one pushing or pulling the other
- ❖ Dancing vs. wrestling



Spirit of Participant Centered Services

Your spirit:



Opening the Conversation

- ❖ Greet the participant
- ❖ Introduce yourself and your role
- ❖ Set the Agenda:
 - How much time you have
 - What you hope to accomplish
- ❖ Ask permission to proceed
- ❖ Ask an open-ended question

What concerns do you have that you'd like to talk about today?
Tell me how things are going for you?



Opening the Conversation

Your opening:



Open-Ended Questions

- ❖ Encourages a deeper conversation, allows the certifier to gather more information, and helps the participant to think/talk about change
- ❖ Require more than a yes/no answer, specific fact, or number
- ❖ Questions are asked in a way that is open, inviting and accepting
- ❖ Come from a place of curiosity, rather than judgment
- ❖ Start with “*What...*” “*Tell Me...*” “*How...*”



Open-Ended Questions

Your open-ended questions:



Affirmations

Why affirm?

- ❖ Builds rapport
- ❖ Encourages greater participation
- ❖ Shows your appreciation and understanding
- ❖ Increases participant's confidence in their ability to change

Key elements:

- Find opportunities to sincerely compliment
- Make supportive, reinforcing statements
- Focus on successes and efforts
- Stay positive!



Affirmations

Your belief in the participant's ability to change can influence outcome.

Sample affirmations:

"Thank you for talking with me today."

"Keep it up: you're doing great."

"I appreciate how hard you've worked to _____."

"You really have some good ideas for how you might do this."

Your affirmations:



Reflections

A reflection is a brief response that lets the speaker know you've been listening and helps you check your understanding of what is being said or the emotion behind it.

Simple reflections

- ❖ Repeating or rephrasing what the person says in similar words

Deeper reflections

- ❖ Paraphrasing: making a guess to the unspoken meaning
- ❖ Reflecting of feeling: a paraphrase that emphasizes the emotional dimension through feeling statements

To develop deeper reflections, ask yourself these questions:

- What do I think she means?
- Why might this be important to him?
- What might she be feeling about this?
- What might she be trying to say that isn't coming out?



Reflections

Forming reflections:

"It sounds like you..."

"You're feeling..."

"You feel that..."

"So you...."

Your reflections:



Summarizing

Why summarize?

- ❖ Reinforces what the participant has said
- ❖ Shows you've been listening
- ❖ Allows participant to hear their thoughts about change
- ❖ Insures counselor “got it all” or understands the participant’s concerns
- ❖ Provides transition to further discussion

Key elements:

- Start with an introduction - *“Let me see if I understand...”*
- Capture both sides, starting with “cons” and end with “pros”
- Check for understanding – *“Did I get it all?”*



Summarizing

If the participant has expressed ambivalence, capture both sides – “*On the one hand... and on the other hand...*”

Your summarizing statements:



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Key elements:

- ❖ Complete the assessment first
- ❖ Ask permission
- ❖ Find out what the participant already knows or has tried
- ❖ Avoid overwhelming them – pick one or two areas to focus on (Circle Chart)
- ❖ Offer a short menu of options to try
- ❖ Check in frequently for understanding

Framing advice:

- ❖ Responsibility – “This may or may not work for you”, “You can take or leave what I am about to say
- ❖ Avoid – “should”, ‘must”, “need to”



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Your ideas:



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Use of Printed Materials

Key Elements

- ❖ Ask permission to provide
- ❖ Limit to one or two key items
- ❖ Review key points in the item with the participant
- ❖ Have the participant interact with the information
 - Select items from a list
 - Point to important info
 - Circle or underline key items
 - Highlight addresses or phone numbers



Use of Printed Materials

Your ideas:



Closing the Conversation

Key Elements

- ❖ Summarize what's been discussed
- ❖ Review next steps
- ❖ Review plan for future contacts
- ❖ Affirm and express confidence in their ability to succeed
- ❖ Thank them for coming



Closing the Conversation

Your closing:

