

Oregon WIC Training

Participant Centered Education Online Course

Training Supervisor's
Guide



57-6631-engl (03/2017)

“To receive the benefits (groceries) has been a blessing.”

~Oregon WIC participant

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Note

[All Handouts, Activities and Observation Activity](#) sheets are available online, on the [Training Module and Online Courses](#) webpage, under PCE.

Instructions for Training Supervisor

Overview

Welcome to the Training Supervisor's Guide for the *Participant Centered Education (PCE) e-Learning Modules*. This module consists of multiple parts. There is one introductory module that is to be viewed prior to completing the remaining nine short modules. Each module is approximately 15-20 minutes in length. All ten modules must be done to complete the PCE training.

Welcome to the concept of "Blended Learning"!

To give you the best, most convenient learning experience possible, we have created our Oregon WIC Listens training in what is called a "blended format." You'll follow three steps for each module. Here's how it works:

1. e-Learning modules – Staff will watch the e-Learning modules. They are exciting, multi-media modules that help to explain and demonstrate the PCE skills you'll learn.
2. Practice activities – At the end of each e-Learning module, the learner will print handouts and activities from the resource tab that will help staff apply what they've just learned – on the job!
3. De-briefing – Staff will meet with their Training Supervisor to discuss what they've learned and observed.

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 *Participant Centered Education e-Learning Modules*. You will:

Help the student begin using the Participant Centered Education e-Learning Modules. This includes helping them [register and setting up an account iLearnOregon](#), where the e-Learning modules are located.

Since these modules are accessed via the internet, you will need to make sure the student can use a computer with internet access and the appropriate software (Flash, Internet Explorer, Java Script). See the [Technical Requirements and Troubleshooting](#) document on the WIC website for

more specific technical requirements. Assist the student if they encounter any technical difficulties.

The student will need a variety of *Resources* for each module. The student can print them directly from the *Resource* section of the e-Learning module if they have access to a printer. They are also available in the *Attachments for Students* Section of this *Training Supervisor’s Guide*.

Schedule time for the student to complete the e-Learning modules and the required activities – each module has a separate observation activity for certifiers to complete.

Be available to answer questions about the module and help the student find the answers within the module or in other reference books.

Meet with the student to review and evaluate progress upon completion of each individual module.

Document the student’s competency achievement and module completion.

To Do Before Training

1. Identify a computer that works to access the *Participant Centered Education e-Learning Modules*.
2. Register and set up an account in iLearnOregon, using the [Getting Started in iLearn for WIC Staff & Partners](#) document, linked on the Training Modules and Online Courses webpage.
3. Use keyword search “WIC PCE” to find the 10 *Participant Centered Education e-Learning Modules* in iLearnOregon.

Module	Title
0	Introduction to WIC Listens
1	What Motivates People to Change?
2	The Spirit of PCE
3	Opening the Conversation
4	O.A.R.S.
5	Roadblocks to Listening
6	Moving from Assessment to Counseling
7	Providing Advice: Offering Nutrition Education
8	Rolling with Resistance
9	Next Steps

4. Review each module and the associated activities.
5. Identify the completion date for each module, found by clicking the “Transcript” tab on the student’s iLearnOregon user home page (while signed in).
6. You will need to copy the following forms for the student from the *Attachments for Student* Section of the *Training Supervisor Guide*.
 - ◆ [Steps for Completing the PCE Module](#)
 - ◆ [Pre-Filled Circle Charts](#) (Optional)
 - ◆ [Student Posttest](#)
 - ◆ [Training Module Evaluation](#)
 - ◆ [Competency Achievement Checklist](#)

NOTE

All certifiers will complete all ten PCE modules in this e-Learning experience. All PCE modules must be completed within three months of beginning to certify.

When To Meet With the Student

Before the Student Begins the Modules:

1. Make a training plan and timeline using the *Steps for Completing the PCE Module* document found in the *Attachments for Students* Section at the end of the *Training Supervisor's Guide*. All PCE modules must be completed within three months of beginning to certify.
2. Help the student register and set up an account on the DHS Learning Center.
3. Show the student how to find the PCE modules on the Learning Center.
4. Make arrangements for the student to observe other certifiers in order to complete the *Observation Activity* for each module.

After the Student Completes Each Module

1. After the first module is completed show the student how to print a *Completion Certificate*. The student can print a *Completion Certificate* from the DHS Learning Center Training Record once they complete the module. It is on the student transcript as a link under the title of the module. It will not show as available until there is a date in the completion date column. The completion date is the date the student goes to the last slide in the module. You can use this

Completion Certificate as a way to know when the student has completed the module.

2. Review the activities and content from the module just completed with the certifier.
3. Discuss any activities completed for each module.
4. Document completion of *Review Activities* on a copy of the *Competency Achievement Checklist* (see page 29).

When the Student has Completed all 10 Modules

1. Review with the student the *Steps for Completing the PCE Module*.
2. Ask the student to complete the Posttest. Remember that the student can use any of the e-Learning modules or the *Resources* provided to help them complete the posttest.
3. Check the Posttest for correct answers.
4. Discuss incorrect answers.
5. If the student scores less than 90%, guide the student on areas to review and reissue the Posttest when student is ready.
6. Document completion of the Posttest on a copy of the *Competency Achievement Checklist*.

When To Finalize Completion of the Module

1. Congratulate the student on their achievement!
2. Give the completed *Competency Achievement Checklist* to the Local Agency Coordinator. The Local Agency Coordinator will file the form in accordance with WIC Policy 440.
3. Collect the student's *Training Module Evaluation* and mail it to the state WIC office (see Policy 440).
4. Document the student's module completion in TWIST.
5. Acknowledge the student's completion of the module and provide a *Completion Certificate* (available on the Oregon WIC website).

We encourage you to continue to discuss PCE with the staff person as they complete other training modules.

NOTE

It is estimated that you will spend 2 – 4 hours meeting with the student.

Guidance for Review Activities

At the end of each module you will meet with the student to discuss what they learned while completing the module and related activities. This interaction is a vital part of the student's learning process. What you ask will prompt them to consider what they learned and begin to see how they can use the information in their interactions with participants. Copies of the *Resources* from the end of each of the *Participant Centered Education e-Learning Modules* are found in the *Attachment for Students* Section of the *Training Supervisor's Guide*.

Each *Review Activity* includes guidance to help with your interaction with the student.

- ◆ Steps to completing the *Review Activity*.
- ◆ Suggested discussion questions.

Note

There is no *Review Activity* for the WIC PCE – Introduction to WIC Listens module.

Resources for each module

Module 1 of 9: What Motivates People to Change?

- ◆ Handout: *Stages of Change Overview and Counseling Strategies*
- ◆ Activity: *How Ready Are You?*
- ◆ Observation Activity: *What Motivates People to Change?*

Module 2 of 9: The Spirit of PCE

- ◆ Handout: *Heart of Participant Centered Education*
- ◆ Observation Activity: *The Spirit of Participant Centered Education*

Module 3 of 9: Opening the Conversation

- ◆ Activity: *Clinic Self-Assessment*

- ◇ Observation Activity: *Opening the Conversation*

Module 4 of 9: O.A.R.S.

- ◇ Observation Activity: *O.A.R.S.*
- ◇ Activity: *Keeping the Spirit Alive*

Module 5 of 9: Roadblocks to Listening

- ◇ Activity: *How Do You Relate to Various People in WIC?*
- ◇ Activity: *Roadblocks to Listening*
- ◇ Observation Activity: *Roadblocks to Listening*

Module 6 of 9: Moving from Assessment to Counseling

- ◇ Observation Activity: *Moving from Assessment to Counseling*
- ◇ Handout: *Blank Circle Chart*

Module 7 of 9: Providing Advice: Offering Nutrition Education

- ◇ Handout: *Explore-Offer-Explore*
- ◇ Handout: *Moving from Assessment to Providing NE Flow Chart*
- ◇ Handout: *Handouts the PC Way*
- ◇ Handout: *Pre-filled Circle Charts* (Optional)
- ◇ Observation Activity: *Providing Advice: Offering Nutrition Education*

Module 8 of 9: Rolling with Resistance

- ◇ Observation Activity: *Rolling with Resistance*

Module 9 of 9: Next Steps

- ◇ Handout: Establishing Next Steps: *Two Baby Steps to a Healthy Future*
- ◇ Observation Activity: *Next Steps*
- ◇ Handout: *Health Outcome Based Eligibility Statement*
- ◇ Activity: *Putting All the Pieces Together*
- ◇ Activity: *Participant Centered Services: How Are You Doing?*

Review Activity – WIC PCE – Module 1 of 9

What Motivates People to Change?

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.

1. During the meeting cover the following:

A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.

Would you like to share some questions or thoughts you had about this module? What did you find helpful?

Based on what was presented in the module and what you know through your own experience, what do you feel motivates people to change?

What kinds of things would you look for to determine the stage of change a participant is in?

What might be a way you can work with a participant once you recognize the stage of change they are in?

B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:

[*Handout: Stages of Change Overview and Counseling Strategies*](#)

[*Activity: How Ready Are You?*](#)

[*Observation Activity: What Motivates People to Change*](#)

2. Document when the student has met the learning objectives for Module 1 on the [*Competency Achievement Checklist*](#). The learning objectives for this module are listed below.

Staff will be able to:

- ◆ Define the Stages of Change
- ◆ Describe what motivates people to change
- ◆ Give examples of change talk

Define ambivalence to change

Review Activity – WIC PCE – Module 2 of 9 The Spirit of PCE

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.
2. During the meeting cover the following:

- A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.

Would you like to share some questions or thoughts you had about this module? What did you find helpful?

What are some of the ways that you might “dance” with a participant, how would you describe your “style” or “spirit”?

Based on what you saw in the module what would you like to try in the future?

What parts of the “spirit” do you feel yourself already doing and what parts would you like to try more of?

How will you go about maintaining helpful habits and how will you go about incorporating other aspects of C.A.R.I.N.G. (Collaborative, Accepting, Respectful, Individualized, Non-Judgmental, and Genuine) into your “Spirit & Style”?

- B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:

[*Handout: Heart of Participant Centered Education*](#)

[*Observation Activity: The Spirit of Participant Centered Education*](#)

3. Document when the student has met the learning objectives for Module 2 on the [*Competency Achievement Checklist*](#). The learning objectives for this module are listed below.

Staff will be able to:

Describe the spirit of participant centered services

List the benefits of participant-centered education for both participants and counselors

Review Activity – WIC PCE – Module 3 of 9 Opening the Conversation

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.
2. During the meeting cover the following:

- A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.

Would you like to share some questions or thoughts you had about this module? What did you find helpful?

How do you like to go about opening a conversation, setting an agenda, and asking permission?

Based on what you saw in the module is there anything new or different that you would like to try?

How might you help a participant who you can sense is feeling stressed or anxious feel welcome, understood, important, or comfortable?

- B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:

[Activity: Clinic Self-Assessment](#)

[Observation Activity: Opening the Conversation](#)

3. Document when the student has met the learning objectives for Module 3 on the [Competency Achievement Checklist](#). The learning objectives for this module are listed below.

Staff will be able to:

- ◆ Recognize the importance of setting the tone of the appointment
- ◆ Practice opening the conversation, including setting the agenda and asking permission

Review Activity – WIC PCE – Module 4 of 9 OARS

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.
2. During the meeting cover the following:
 - A. Talk about how the student did when completing the on-line module. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.
 - ◆ Would you like to share some questions or thoughts you had about this module? What did you find helpful?
 - ◆ Of the different OARS which ones do you feel the most and then least confident about using? Explore this. Which of the OARS are you interested in working on?
 - ◆ Which of the active listening skills (i.e.; Presence, All your senses, Acceptance & Non-judgment, Curiosity, Delight, No interruptions, Silence) do you already use well? What would you like to do more of, pick one.
 - ◆ How will you know when you are using active listening and the OARS more often?
 - B. The student will have printed and completed the following *Resources* from the module. Discuss the activities the student completed using the following *Resources*:
 - ◆ [*Observation Activity: O.A.R.S.*](#)
 - ◆ [*Activity: Keeping the Spirit Alive*](#)
3. Document when the student has met the learning objectives for Module 4 on the [*Competency Achievement Checklist*](#). The learning objectives for this module are listed below.
4. Staff will be able to:
 - ◆ List characteristics of active listening
 - ◆ Define the four components of *OARS*
 - ◆ Identify benefits of open-ended questions

- ◆ Form open-ended questions
- ◆ Recognize the power of affirming
- ◆ Make genuine affirmations that highlight participant's strengths.
- ◆ Identify the reasons for reflections
- ◆ Recognize simple and deeper reflections
- ◆ Describe the main components of a summary statement
- ◆ Practice composing summarizing statements that capture the discussion's main points and lead the participant towards more change talk

Review Activity – WIC PCE – Module 5 of 9 Roadblocks to Listening

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.
2. During the meeting cover the following:
 - A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module
 - ◆ Would you like to share some questions or thoughts you had about this module? What did you find helpful?
 - ◆ Why do you think listening is difficult for many people?
 - ◆ Did you notice anything or is there anything that surprised you as you filled out the “How do you relate to various people”? sheet. Explore this more.
 - ◆ What were the 3 three roadblocks you noticed yourself doing? Explore and expand this.
 - ◆ How might judgments affect the way a person works with participants?
 - ◆ What strategies do you feel you are already using and what else might you want to try? Pick one or two more strategies you would like to try.
 - B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:
 - ◆ [Activity: How Do You Relate to Various People in WIC?](#)
 - ◆ [Activity: Roadblocks to Listening](#)
 - ◆ [Observation Activity: Roadblocks to Listening](#)
3. Document when the student has met the learning objectives for Module 5 on the [Competency Achievement Checklist](#). The learning objectives for this module are listed below.

Staff will be able to:

- ◆ Recognize what makes listening so difficult
- ◆ Identify the impact that judgments could have on participant centered services
- ◆ Consider strategies to help minimize the impact of judgments
- ◆ Reflect on your own judgments

Review Activity – WIC PCE – Module 6 of 9 Assessment to Counseling

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.
1. During the meeting cover the following:
 - A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.
 - ◆ Would you like to share some questions or thoughts you had about this module? What did you find helpful?
 - ◆ How do you feel about using the circle charts in your assessment, do you have any questions about it?
 - ◆ What do you think is the advantage of finishing the assessment before providing education?
 - B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:
 - ◆ [*Observation Activity: Moving from Assessment to Counseling*](#)
 - ◆ [*Handout: Blank Circle Chart*](#)
2. Document when the student has met the learning objectives for Module 6 on the [*Competency Achievement Checklist*](#). The learning objectives for this module are listed below.

Staff will be able to:

- ◆ Identify the advantages of completing a full assessment before providing education
- ◆ Identify useful strategies that will facilitate completing a full assessment before providing education
- ◆ Prioritize and target nutrition education using circle charts
- ◆ Use a summary statement to transition from assessment to counseling

Review Activity – WIC PCE – Module 7 of 9 Providing Advice: Offering Nutrition Education

Guidance for Training Supervisor

1. This Review Activity requires the Training Supervisor to meet with the student.
2. During the meeting cover the following:
 - A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.
 - ◆ Would you like to share some questions or thoughts you had about this module? What did you find helpful?
 - ◆ What parts of Adult Learning struck you as particularly important? What works well for you in your learning process?
 - ◆ Is there anything about the Explore-Offer-Explore model that you are curious about?
 - ◆ Which of the advice statements did you like and would like to try?
 - ◆ Which anticipatory guidance strategies do you like and would like to try?
 - ◆ How comfortable would you feel using the circle charts in a certification?
 - B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:
 - ◆ [*Handout: Explore-Offer-Explore*](#)
 - ◆ [*Handout: Moving from Assessment to Providing NE Flow Chart*](#)
 - ◆ [*Handout: Handouts the PC Way*](#)
 - ◆ [*Handout: Pre-filled Circle Charts*](#) (Optional)
 - ◆ [*Observation Activity: Providing Advice: Offering Nutrition Education*](#)
 - C. New staff may benefit from reviewing the *Pre-Filled Circle Charts* when the client has not offered topics for discussion. These charts are located at this link: *Pre-Filled Circle Charts*.
3. Document when the student has met the learning objectives for Module 7 on the [*Competency Achievement Checklist*](#). The learning objectives for this module are listed below.

Staff will be able to:

- ◆ Identify principles of adult education, emphasizing the importance of avoiding restrictive language such as “should” when offering nutrition education
- ◆ Ask permission to share information/advice to participant.
- ◆ Identify the times when it is appropriate to provide advice
- ◆ Practice offering nutrition education using the Explore, Offer, Explore technique
- ◆ Define anticipatory guidance
- ◆ Identify strategies for providing anticipatory guidance

Review Activity – WIC PCE – Module 8 of 9 Rolling with Resistance

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.
1. During the meeting cover the following:
 - A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.
 - ◆ Did you have any questions about the module and the content in the Module? What did you find helpful?
 - ◆ Why do you believe people act resistant?
 - ◆ How do you respond to challenging situations where someone is being resistant?
 - ◆ What strategies do you like to use? Are there other strategies you would like to add?
 - B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:
 - ◆ [Observation Activity: Rolling with Resistance](#)
2. Document when the student has met the learning objectives for Module 8 on the [Competency Achievement Checklist](#). The learning objectives for this module are listed below.

Staff will be able to:

- ◆ Recognize behaviors that generate resistance
- ◆ Observe the application of strategies for rolling with resistance
- ◆ Identify signs of resistance (verbal and non-verbal clues) to assess participants' motivation and engagement
- ◆ Identify strategies for rolling with resistance
- ◆ Explore how they could apply these strategies

Review Activity – WIC PCE – Module 9 of 9 Next Steps

Guidance for Training Supervisor

1. This *Review Activity* requires the Training Supervisor to meet with the student.
1. During the meeting cover the following:
 - A. Talk with the student about questions or concerns regarding the on-line module just completed. Ask the student what questions he or she has about the content or the activities in the module. The following questions will facilitate a discussion about the content of the module.
 - ◆ Did you have any questions about the module and the content in the Module? What did you find helpful?
 - ◆ Why do you think incorporating “Next Steps” into a visit is important?
 - ◆ How confident do you feel about incorporating “Next Steps” and the S.T.E.P. process (Summarize, Thank the participant, Express confidence, Praise) into your visits?
 - B. The student will have printed and completed several *Resources* from the module. Discuss the activities the student completed using the following *Resources*:
 - Handout: Establishing Next Steps: Two Baby Steps to a Healthy Future
 - Observation Activity: Next Steps
 - Handout: Health Outcome Based Eligibility Statement
 - Activity: Putting All the Pieces Together
 - Activity: Participant Centered Services: How Are You Doing?
2. Document when the student has met the learning objectives for Module 9 on the [Competency Achievement Checklist](#). The learning objectives for this module are listed below.

Staff will be able to:

 - ◆ Recognize the importance of working with participants to develop their next steps, recognizing that considering change is a next step for some participants

- ◆ Practice using a two-step process for working with participants to develop “Next Steps”
- ◆ Uses positive health outcomes when providing program eligibility statements

NOTE:

You might want to review the [*Participant Centered Services: How Are You Doing Activity*](#) after the staff person has been certifying participants for a few months. This could give you an opportunity to provide further feedback and affirm the progress they have made.

Answers - Posttest

Scoring guide is listed after each question. Remember that the student may use any of the e-Learning modules or the related *Resources* to complete the posttest.

1. **List the five stages of change. (5 pts., 1 for each correct stage listed)**

Pre-contemplation

Contemplation

Preparation

Action

Maintenance

2. **What is “Change Talk”? (1 pt. – does not need to include examples)**

Language participants use which indicates they are ready to move towards change.

Examples include:

Desire (I want to breastfeed my baby);

Ability (I could try hiding some veggies in pasta sauce)

Reasons (There are good reasons to wean him from the bottle)

Need (I need to make more meals at home)

Commitment (I'm going to breastfeed)

3. **List three of the four characteristics that make up the “spirit” of participant centered education. (3 pts., 1 pt. for each correct characteristic listed, accept words that are similar)**

Respectful

Accepting

Understanding

Collaborative

4. **List three advantages of participant centered education. (3 pts., 1 pt. for each correct advantage listed)**

PCE reduces resistance from the participant

Increases or facilitates long-term behavior change

Increases participant/counselor satisfaction

5. **Why is the way we open the conversation so important for participant encounters? (1 pt.)**

What we do in the first few minutes of our encounters sets the tone for the entire visit.

6. **Name four key elements to include when opening the conversation. (4 pts. – 1 pt. for each correct element listed)**

Greeting the participant

Introducing yourself and your role

Setting the agenda (explaining how much time you have, what you hope to accomplish, acknowledge participants' questions)

Asking permission to proceed

7. **What are the four active listening skills identified by the letters O.A.R.S.? (4 pts., 1 pt. for each correct skill listed)**

Open-ended questions,

Affirming

Reflecting

Summarizing

8. **List a benefit of using open-ended questions. (1 pt.)**

May include one of the following:

Open-ended questions encourage a deeper conversation

Clients feel questions are asked out of acceptance and curiosity rather than of judgment

You can better assess where a client is in the change process

Gets more information than close-ended questions

9. **When is it appropriate to affirm a participant? (1 pt.)**

From the very beginning and then throughout the visit as long as it is genuine.

10. **What is a reflection? (1 pt.)**

A reflection is a brief response that let's the speaker know you have been listening and helps you check your understanding of what is being said.

11. **List and describe the two types of reflections. (4 pts., 1 pt. for each type and 1 pt. for each description)**

Simple: repeats or rephrases what the speaker has said

Deeper: makes a guess as to unspoken meaning or captures the emotions of the conversation.

12. **Name five ways in which summarizing works. (5 pts., 1 pt. for each correct way listed)**

May include any of the following:

Summarizing reinforces what the participant said

Shows you've been listening

Allows participants to hear their own change talk

Ties together what has been said

Can be used to redirect

Helps transition from assessment to counseling

Brings the certification to a close

13. **What are three roadblocks to listening? (3 pts., 1 pt. for each roadblock listed)**

May include any of the following:

Thinking about competing priorities

Clinic noises

Judgments

Thinking about other things

14. **What is a strategy you could use to minimize your personal judgments? (1 pt.)**

May include any of the following:

Be aware of our personal judgments

Recognize them when we have a reaction

Take a breathe

Control your reaction so it does not damage the visit

Acknowledge your feelings

Be sensitive to participant's needs

15. **List 2 advantages of completing a full assessment before counseling. (2 pts., 1 pt. for each correct advantage)**

May include any of the following:

You can see the big picture first

Allows prioritization of important topics

Saves time

Keep certifier from being sidetracked by less important issues

16. **List the steps in the process for using a blank circle chart during the assessment portion of a certification. (3 pts., 1 pt. for each step listed)**

- 1) Use the circle chart to record topics that arise throughout the assessment.
- 2) Upon completion of the assessment, summarize the topics covered.
- 3) Ask the participant which topics they would be interested in discussing further.

17. **What are three elements of adult learning that describe how adults learn best? (3 pts., 1 pt. for each element listed)**

May include any of the following:

Adults are self-directed

Adults learn through experience

Adults are goal-oriented

Adults need learning that they can relate to
Adults are practical
Adults want to be treated like adults
Adults want to learn in a positive, constructive environment

18. **Describe the Explore Offer Explore technique. (3 pts., 1 pt. for a correct description of each step)**

May include any of the following for each step:

Explore - Ask what the participant:

- ◇ Already knows,
- ◇ Has heard OR
- ◇ Has already tried or would like to know

Offer:

- ◇ Ask Permission
- ◇ Offer information
- ◇ Be brief – give one or two simple facts

Explore:

- ◇ Find out what the participant thinks or knows about the information you've offered

19. **Name two circumstances when it would be appropriate to provide advice. (2 pts., 1 pt. for each correct circumstance listed)**

May include any of the following:

If the participant asks
Certifier asks permission
Certifier feels professionally bound

20. **Describe four ways a certifier can generate resistance in a participant. (4 pts., 1 pt. for each way listed)**

May include any of the following:

The certifier uses a judgmental or confrontational approach
Miss-assessing the participant's readiness to change

When the certifier doesn't pay attention to the participant's feelings and thoughts

Telling a participant they need to change

Telling a participant what to do

Acting like 'the expert'

Appearing cold or distant – lacking empathy

21. List three strategies for rolling with resistance. (3 pts., 1 pt. for each strategy listed)

May include any of the following:

Breathe – count to ten before you speak

Step back and listen

Look at things from the participant's perspective

Let them know you've heard them

Nurture your compassion

Show empathy

22. True or False: Individuals who set goals for themselves are more likely to achieve behavior change than those who do not set their own goals. (1 pt.)

True

23. Describe the two-step process for working with participants to establish their "Next Steps". (5 pts., 1 pt. for each correct step and 1 pt. for each correct answer for S-T-E-P)

Step 1: Ask the participant or guardian about next their steps

Step 2: Certifier takes their next step using S.T.E.P.

S is for Summarize – Summarize the important points of the discussion, making sure to include participant statements that support a change

T is for Thank – Thank the participant for showing up, for being willing to talk to you, for giving you some good ideas and for being willing to share

E is for Express confidence – There is power in saying, "I know you'll succeed"

P is for Praise – Affirm or compliment the participant again

24. **Provide an example of an eligibility statement that includes a health outcome statement for one category of participants. (1 pt.)**

No one correct answer – be sure certifier includes a positive health outcome statement and a timeframe for their eligibility.

64 total points possible

Score of 57 points = 90% or passing

Competency Achievement Checklist Participant Centered Education e-Learning Modules

Master Copy – make copies before using.

Staff (Student) Name _____

Local Agency _____

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

Competency Achievement Checklist Participant Centered Education e-Learning Modules			
At this checkpoint:	Evaluate this:	Competency Achievement Date:	Initials
Introduction Module	Student has reviewed Introduction Module.		
Module 1 <i>Observation</i>	Student has completed the observation for Module 1.		
Module 1 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 1.		
Module 2 <i>Observation</i>	Student has completed the observation for Module 2.		
Module 2 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 2.		
Module 3 <i>Observation</i>	Student has completed the observation for Module 3.		
Module 3 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 3.		

Competency Achievement Checklist Participant Centered Education e-Learning Modules			
At this checkpoint:	Evaluate this:	Competency Achievement Date:	Initials
Module 4 <i>Observation</i>	Student has completed the observation for Module 4.		
Module 4 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 4.		
Module 5 <i>Observation</i>	Student has completed the observation for Module 5.		
Module 5 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 5.		
Module 6 <i>Observation</i>	Student has completed the observation for Module 6.		
Module 6 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 6.		
Module 7 <i>Observation</i>	Student has completed the observation for Module 7.		
Module 7 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 7.		
Module 8 <i>Observation</i>	Student has completed the observation for Module 8.		
Module 8 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 8.		
Module 9 <i>Observation</i>	Student has completed the observation for Module 9.		
Module 9 <i>Review Activity</i>	Student has achieved the appropriate learning objectives in Module 9.		
<i>Posttest</i>	Student has achieved a score of 90% or better.		

**Competency Achievement Checklist
Participant Centered Education e-Learning Modules**

I verify that _____ has achieved the learning objectives of the *Participant Centered Education e-Learning Modules* and is competent to continue with WIC training. The student meets the criteria set by the state to receive a *Certificate of Completion* for this module.

Signed _____ Date _____
Training Supervisor

Upon completion of this form:

1. File the form in the appropriate personnel file in accordance with WIC Policy 440.
2. Enter the module completion date information in TWIST.

Attachments for Student

- ◆ *Steps for Completing* the PCE Module (handout for the student)
- ◆ *Blank Posttest* (test formatted for student to complete and turn in to training supervisor)
- ◆ *Module Evaluation* form (blank evaluation form to be completed by student and turned into training supervisor)
- ◆ *Handouts, Activities, and Observation Activities* from each of the modules

Steps for Completing the PCE Module

- ◆ Review the *Steps for Completing the PCE Module* with your Training Supervisor. Work with your Training Supervisor to plan your training times.
- ◆ Register and login to the DHS Learning Center. Locate the modules on the Learning Center site. Ask your Training Supervisor if you need help.
- ◆ Complete the *PCE e-Learning Modules* by going through each of the ten modules and completing their *Resources*.
- ◆ After you have completed an individual module and its *Resources* you will meet with your Training Supervisor to review what you have learned.
- ◆ Ask questions if you need help to complete the module.

Training Supervisor's
Name and phone number: _____

Steps:	Date Completed:
Work with your Training Supervisor to develop a training plan and to plan your training time. Use the time estimates below to help plan the time it will take to complete each module. Make sure you know who to observe for each Observation Activity.	
Complete Introduction to WIC Listens Module. Course No.: C01560 Estimated time to complete: .5 hours	

Steps:	Date Completed:
<p>Complete Module 1 of 9: What Motivates People to Change? Course No. C01570 Associated activities:</p> <ul style="list-style-type: none"> ◆ Handout: <i>Stages of Change Overview and Counseling Strategies</i> ◆ Activity: <i>How Ready Are You?</i> ◆ Observation Activity: <i>What Motivates People to Change</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	
<p>Complete Module 2 of 9: The Spirit of PCE Course No. C01561 Associated activities:</p> <ul style="list-style-type: none"> ◆ Handout: <i>Heart of Participant Centered Education</i> ◆ Observation Activity: <i>The Spirit of Participant Centered Education</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	
<p>Complete Module 3 of 9: Opening the Conversation Course No. C01562 Associated activities:</p> <ul style="list-style-type: none"> ◆ Activity: <i>Clinic Self-Assessment</i> ◆ Observation Activity: <i>Opening the Conversation</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	

Steps:	Date Completed:
<p>Complete Module 4 of 9: OARS Course No. C01563 Associated activities:</p> <ul style="list-style-type: none"> ◆ Observation Activity: <i>O.A.R.S.</i> ◆ Activity: <i>Keeping the Spirit Alive</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	
<p>Complete Module 5 of 9: Roadblocks to Listening Course No. C01564 Associated activities:</p> <ul style="list-style-type: none"> ◆ Activity: <i>How Do You Relate to Various People in WIC?</i> ◆ Activity: <i>Roadblocks to Listening</i> ◆ Observation Activity: <i>Roadblocks to Listening</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	
<p>Complete Module 6 of 9: Moving from Assessment to Counseling Course No. C01565 Associated activities:</p> <ul style="list-style-type: none"> ◆ Observation Activity: <i>Moving from Assessment to Counseling</i> ◆ Handout: <i>Blank Circle Chart</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	

Steps:	Date Completed:
<p>Complete Module 7 of 9: Providing Advice: Offering Nutrition Education Course No. C01566 Associated activities</p> <ul style="list-style-type: none"> ◆ Handout: <i>Explore-Offer-Explore</i> ◆ Handout: <i>Moving from Assessment to Providing NE Flow Chart</i> ◆ Handout: <i>Handouts the PC Way</i> ◆ Observation Activity: <i>Providing Advice: Offering Nutrition Education</i> ◆ Handout: <i>Pre-filled Circle Charts</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	
<p>Complete Module 8 of 9: Rolling with Resistance Course No. C01567 Associated activities</p> <ul style="list-style-type: none"> ◆ Observation Activity: <i>Rolling with Resistance</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	

Steps:	Date Completed:
<p>Complete Module 9 of 9: Next Steps Course No. C01568 Associated activities</p> <ul style="list-style-type: none"> ◆ Handout: <i>Establishing Next Steps: Two Baby Steps to a Healthy Future</i> ◆ Observation Activity: <i>Next Steps</i> ◆ Activity: <i>Putting All the Pieces Together</i> ◆ Activity: Participant Centered Services: <i>How Are You Doing?</i> <p>When done, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module. Estimated time to complete: 1-2 hours</p>	
<p>After completing each module, meet with your Training Supervisor to discuss your questions and the <i>Activities</i> for the module.</p>	
<p>Complete the <i>Posttest</i>. (You may use any of the e-Learning modules or the related <i>Resources</i> to complete the posttest.)</p>	
<p>Discuss the <i>Posttest</i> with your Training Supervisor.</p>	
<p>Complete the <i>Training Module Evaluation</i> and give it to your Training Supervisor.</p>	
<p>Your Training Supervisor will complete the <i>Competency Achievement Checklist</i> and print your Module Completion Certificate.</p>	

Posttest

You may use any of the e-Learning modules or the related *Resources* to complete the posttest.

1. List the five stages of change.
2. What is “Change Talk”?
3. List three of the four characteristics that make up the “spirit” of participant centered education.
4. List three advantages of participant centered education.
5. Why is the way we open the conversation so important for participant encounters?

6. Name four key elements to include when opening the conversation.

7. What are the four active listening skills identified by the letters O.A.R.S.?

8. List a benefit of using open-ended questions.

9. When is it appropriate to affirm a participant?

10. What is a reflection?

11. List and describe the two types of reflections.

12. Name five ways in which summarizing works.

13. What are three roadblocks to listening?

14. What is a strategy you could use to minimize your personal judgments?

15. List 2 advantages of completing a full assessment before counseling.

16. List the steps in the process for using a blank circle chart during the assessment portion of a certification.

17. What are three elements of adult learning that describe how adults learn best?

18. Describe the Explore Offer Explore technique.

19. Name two circumstances when it would be appropriate to provide advice?

20. Describe four ways a certifier can generate resistance in a participant.

21. List three strategies for rolling with resistance.

22. True or False - Individuals who set goals from themselves are more likely to achieve behavior change than those who do not set their own goals.

23. Describe the two step process for working with participants to establish their "Next Steps".

24. Provide an example of an eligibility statement that includes a health outcome statement for one category of participants.

Training Module Evaluation

For the first five questions, circle the answer that best reflects your opinion.

1. Overall, I think the PCE e-Learning Module was (circle number):

A waste of time		Okay		Very valuable
1	2	3	4	5

2. This training gave me...(circle number):

No new information		Reinforced information		New information
1	2	3	4	5

3. This training gave me... (circle number):

No new skills		Reinforced skills		New skills
1	2	3	4	5

4. I found going through the modules online was (circle number):

Confusing		Sometimes Challenging		Easy
1	2	3	4	5

5. I found the format of using *Resources*, conducting observations, and having discussions with my Training Supervisor to be (circle number):

Not useful		Okay		Very useful
1	2	3	4	5

6. The part of the online training module that was most useful/helpful was...

7. If I could add to or change any part of the online training module, I would...

8. The time it took for me to complete all of the PCE e-Learning modules and activities was _____ hours.

9. I started working on this training module _____ (days/weeks/months) ago.

10. Check all that apply:

_____ I am a new staff person.

_____ I am an existing staff person.

Years in WIC/Maternal and Child Health _____

Module Handouts, Activities, and Observation Activities

The e-Learning Module Resources listed here are included in this section.

Module 1 of 9: What Motivates People to Change?

- ◇ Handout: Stages of Change Overview and Counseling Strategies
- ◇ Activity: How Ready Are You?
- ◇ Observation Activity: What Motivates People to Change

Module 2 of 9: The Spirit of PCE

- ◇ Handout: Heart of Participant Centered Education
- ◇ Observation Activity: The Spirit of Participant Centered Education

Module 3 of 9: Opening the Conversation

- ◇ Activity: Clinic Self-Assessment
- ◇ Observation Activity: Opening the Conversation

Module 4 of 9: OARS

- ◇ Observation Activity: O.A.R.S.
- ◇ Activity: Keeping the Spirit Alive

Module 5 of 9: Roadblocks to Listening

- ◇ Activity: How Do You Relate to Various People in WIC?
- ◇ Activity: Roadblocks to Listening
- ◇ Observation Activity: Roadblocks to Listening

Module 6 of 9: Moving from Assessment to Counseling

- ◇ Observation Activity: Moving from Assessment to Counseling
- ◇ Handout: Blank Circle Chart

Module 7 of 9: Providing Advice: Offering Nutrition Education

- ◇ Handout: Explore-Offer-Explore
- ◇ Handout: Moving from Assessment to Providing NE Flow Chart
- ◇ Handout: Handouts the PC Way
- ◇ Handout: Pre-filled Circle Charts (Optional – Found in the Attachments for Students Section)
- ◇ Observation Activity: Providing Advice: Offering Nutrition Education

Module 8 of 9: Rolling with Resistance

- ◇ Observation Activity: Rolling with Resistance

Module 9 of 9: Next Steps

- ◇ Handout: Establishing Next Steps: Two Baby Steps to a Healthy Future
- ◇ Observation Activity: Next Steps
- ◇ Health Outcome Based Eligibility Statement (not available online)
- ◇ Activity: Putting All the Pieces Together
- ◇ Activity: Participant Centered Services: How Are You Doing?