

RENEW *Workbook*

Regional Training March 2018

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Today's Agenda

9:00 Welcome and introductions

- Connecting Participant Centered Education (PCE) to Renew
- Self-assessment and review of basic PCE concepts
- Introduce *Framework for Nutrition-Focused Counseling*
- **Break**
- Missed counseling opportunities – why do they happen?
- Roadmap for counseling: Engage, Focus, Evoke, Plan

12:00 Lunch (On your own)

- Skill building – Curiosity, change talk, reflections, summarizing
- **Break**
- Skill building - Explore-offer-explore, setting next steps, hopes for health outcomes
- Developing a plan for yourself and your team

4:00 Adjourn

Objectives for the Training

- Enhance and improve existing participant centered counseling skills.
- Develop new and deeper supportive counseling skills, including the active listening skills of humility and compassion.
- Apply critical thinking skills and utilize appropriate nutrition knowledge when providing nutrition-focused counseling.
- Provide nutrition-focused counseling as described in the framework.

RENEW

Activity 1: Self Reflection

Circle the number that represents your current level of confidence for each participant centered counseling skill. 0 = no confidence 10 = very confident

Asking open-ended questions:

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Giving affirmations:

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Making reflections:

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Using Summaries:

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Providing Nutrition Education:

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Exploring / Probing:

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Building Rapport:

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Framework for Nutrition-Focused Counseling (NFC)

Content Areas

Nutrition & Breastfeeding

- Promotion and support of breastfeeding
- Breastfeeding topics (e.g. prenatal preparation, milk production, latch, managing challenges, use of breast pump)
- Breastfeeding support services
- General food and nutrition topics (e.g. introduction to solids, adding textures, weaning, healthy food choices)
- Common nutrition concerns of participants by category, age
- Child development and growth related to nutrition
- Impact of nutrition over the life-course (epigenetics)
- Oral health
- RD's: special needs impacting nutrition (e.g. medical formulas, special dietary concerns)

Parenting

- Parenting styles related to feeding
- Attachment; Parent-child interaction; Serve and return
- Brain development
- Positive conflict resolution; stress response (fight, flight, freeze)
- Developmental feeding
- Social support
- Social and emotional competence
- Setting limits

Feeding/Eating Environment

- Parent-child feeding relationship
- Infant cues/baby behaviors; soothing
- Age-appropriate eating behaviors and concerns (e.g. picky eating)
- Teaching children about food; role modeling; family meals
- Shopping; meal preparation; food safety

Physical Activity, Play & Rest

- Importance of infant tummy time, play for children
- Age appropriate activity ideas for families
- Identify safe areas for physical activity
- Appropriate screen use/time
- Importance of sleep

Family Environment / Social Determinants of Health

- Food insecurity
- Income
- Housing
- Behavioral health (depression, addictions)
- Safety or trauma (domestic violence)
- Health care
- Educational level (literacy)
- Class (generational or situational poverty)
- Historical trauma (race, culture)

Foundational capabilities:

Evidence-based content knowledge, critical thinking, assessment and participant centered counseling skills, cultural humility, health literacy, trauma and resilience informed practices

Required Actions

- Complete a thorough assessment using critical thinking skills
- Provide nutrition-focused counseling
 - Discuss a topic identified during assessment -or-
 - Provide anticipatory guidance based on what to expect in the future
- Make appropriate and effective referrals
- Schedule appropriate follow-up or quarterly nutrition education (includes the mid-certification health assessment and counseling).
- Document each action in TWIST.

Desired outcomes and Resources- Examples of evidence-based, commonly accepted nutrition-focused outcomes for each content area and supporting resources are listed below. This list is not exhaustive.

Nutrition & Breastfeeding

- Participants meet their breastfeeding goals; there is an increase in breastfeeding exclusivity and duration
- Infants and children grow and develop at an appropriate rate
- Families practice principles of nutrition and achieve/maintain good health

Feeding/Eating Environment

- WIC families provide a pleasant eating environment for their children; Dads and other caregivers are integrated
- WIC staff are perceived as the nutrition and feeding experts; role of WIC is expanded in the community

Physical Activity, Play & Rest

- Children engage in active play daily; Parents are active and are good role models for their children
- Parents ensure that children develop appropriate sleeping habits

Parenting

- Parents interact with their children well and provide the support needed for healthy development
- Parents develop skills for managing conflict and setting appropriate limits with their children

Family Environment / Social Determinants of Health

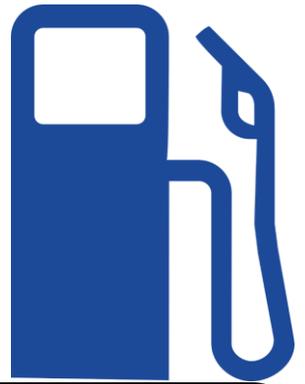
- Participants develop a healthy lifestyle, and seek help when problems occur
- Identify any impact on family nutrition for nutrition-focused counseling; Screen and refer as appropriate

Resources

- Bright Futures in Practice: Nutrition: <https://www.brightfutures.org/nutrition/index.html>
- Bright Futures in Practice: Physical Activity: <https://www.brightfutures.org/physicalactivity/>
- Healthy Eating Guidelines for Infants and Toddlers: <http://healthyeatingresearch.org/research/feeding-guidelines-for-infants-and-young-toddlers-a-responsive-parenting-approach/>
- Surgeon General's Call to Action: <https://www.surgeongeneral.gov/library/calls/breastfeeding/index.html>
- WHO and HP 2020 goals: <https://www.healthypeople.gov/2020/topics-objectives/topic/maternal-infant-and-child-health>

Activity 2: Which WIC Service is it?

Take a look at each of the common topics that come up during a WIC appointment. Decide whether each is part of the assessment, nutrition-focused counseling, referrals, or assigning a food package.



Topic

1. Immunizations
2. Growth grids
3. Adding yogurt to the food package
4. Dental providers
5. OHP information
6. Changing formulas
7. Picky eating
8. Weaning
9. Potty training
10. Starting solid foods
11. Iron status
12. Breastmilk supply
13. Your topic?

Assessment

Nutrition-focused counseling

Referrals

Assigning a food package

Ideas for connecting topics to nutrition-focused counseling

Activity 3: Topics of conversation

Listen to the case study below. Use the tracking tool on page 8 to identify the topics that come up during a conversation.

Case study:

Mandy is in clinic today with her 13-month old child, Cade. Mandy is a single mom, new to the area, enrolling her child in WIC for the first time. Mandy politely declines the hemoglobin testing and states it was done at the doctor's office last week. She reports that Cade's iron was low but does not have a value to offer. She has been working on increasing iron rich foods and doing well with vitamin C foods and meats but admits when looking at a food chart in the clinic room that he doesn't eat many grains or cereals. While she feels good about the progress she has made, Mandy is interested in learning more about what she can do to improve Cade's iron intake. As the assessment continues you discover Cade takes a bottle at night and Mandy admits that she is having a hard time of recognizing she has a child now, that he is no longer her little baby. When asked what other feeding questions she might have, Mandy states "If you can help me with how to deal with his dropping food on the floor when he is in the high chair, that would be great-it is driving me crazy" and laughs.





Welcome to WIC!

Date:

WIC ID:

Caregiver name:

Notes from check-in:

Name:

Appt. type:

Weight

Height/Length

Head circumference

Hemoglobin

Things we could talk about today:

Next step?

Referrals?

What topic(s) would you select to explore further?

Which topics are high priority?

How do you think the conversation might be different if you choose one topic over the other?

The 4 Processes of Participant Centered Counseling

Engaging

- The spirit of Participant Centered Counseling
- Introductions
- Setting the stage

Focusing

- Completing the assessment
- Active listening
- OARS (open-ended questions, affirmations, reflections, summaries)
- Prioritizing

Evoking

- Listening for ambivalence and change talk
- Exploring
- Offering nutrition-focused counseling

Planning

- Next steps
- Summarizing hopes for health outcome
- Documenting the plan

Activity 4: Unpacking the conversation

What is unpacking?

- Active listening skills
- Curiosity
- Critical thinking
- Questions which explore and evoke

The desired outcome? Fewer missed opportunities and meaningful counseling which fuels behavior change.

For each of the following topics from the case study on page 7, develop questions to explore Mandy's knowledge, attitude, beliefs and use critical thinking to identify the topics you feel are higher priority.

Topic	Exploration questions you might ask	✓ topics you think are high priority
Iron status, iron-rich foods		
Weaning		
Child feeding behaviors		
Social supports		
Other possibilities?		

Working with a partner, create a summary you might reflect back for Mandy.

Why did you select that specific topic to prioritize?



Activity 5: Identifying ambivalence and change talk

Listening for ambivalence and change talk – what are you listening for?

- Most people have reasons to change and reasons to stay the same. This is ambivalence.
- The change talk you hear is where to put your focus.
- The more change talk you hear, the more likely the participant is to change.
- Remember we are more convinced by what we say, than by what someone tells us.

Ambivalence: Thinking about your self reflection, write 1 to 3 sentences that demonstrate your mixed feelings about using a skill related to participant centered counseling.

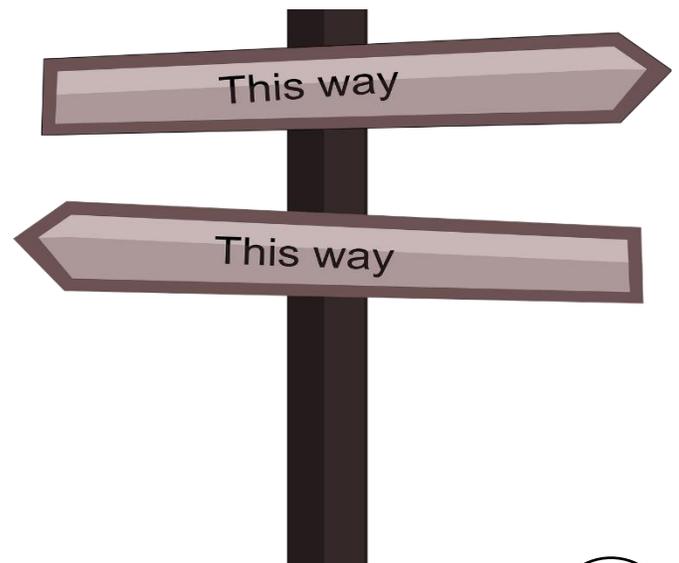
Types of change talk	Examples
Desire	I want to... I wish...
Ability	I can... I could...
Reasons	There are good reasons for me to...
Need	I need to... I must... I can't keep...
Commitment Action Taking steps (This is the strongest predictor of change)	I'm going to... I will ... I'm ready to... I looked up... I talked to my doctor about...

<p>Sustain talk</p> <ul style="list-style-type: none"> ● Roadblocks ● Reasons to stay where they are ● Why it is hard ● Can't ... ● But... 	Examples you have heard
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Circle the change talk and underline the sustain talk.

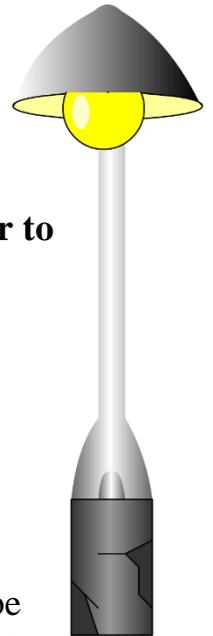
1. I feel sick after I eat fried chicken. I don't know why I eat it. I guess just because it tastes good.
2. I know I need to start eating breakfast, but I don't feel that hungry in the morning and I'm always rushing out the door.
3. I do enjoy fruits and vegetables. It's not that I don't like them. What I don't like is cleaning the dishes afterwards.
4. I know I need to cut back on soda. My doctor told me my blood sugars have been a little high. But I need that caffeine fix in the afternoon.
5. I get home at night and I'm exhausted. The last thing I feel like doing is exercise. I just want to relax and hang out.

Share your mixed feelings about a participant centered counseling skill with a partner. Identify the change talk in your statements.



Activity 6: Reflecting change talk

Reflections encourage the participant to elaborate, confirm or correct your exploration of topics.



Identify the change talk in each of the following responses. Work with a partner to develop change talk reflections focused on:

- Short reflections
 - Change talk vs. sustain talk
 - Your guess of the participant’s feelings and intent
 - “You...” statements
 - Avoiding “sounds like”, “what I hear you saying”
1. “I googled ways to increase iron and I am wondering which WIC cereals might be good to try, are they all iron-fortified? My grandma told me that there was a certain kind of pan that I need to get...cast iron or something like that...how does that work?”
 2. “On one hand I know that it is the best thing for Cade to move off the bottle but I really enjoy our quiet time together when he is in my lap taking the bottle. I am not ready to give it up. He is becoming more and more wiggly and independent- he doesn’t seem to need me as much anymore. I am holding on to this baby stage as long as I can.”
 3. “I know it sounded like I was joking about Cade making a mess during mealtimes when he drops his food but I seriously think he is doing it to upset me. He stares right at me, smiles and drops the food. If he gets away with this, what else is he going to try to get away with? It reminds me of my childhood and it isn’t all good memories.”
 4. “My mom is coming to visit and I am dreading it already. I just know she is going to tell me all the things I am doing wrong. I can hear her voice now. I am so tired and I am doing the best I can. No one told me that having a baby would be this much work—it is constant and exhausting.”

Activity 7: Putting it together

Discuss the scenario from page 13 posted around the room with your group. Use the info below and write down your questions and ideas for Explore – Offer – Explore in that situation. Write a next step that summarizes what your group came up with.

Explore

- Ask the participants for their ideas for change before providing suggestions.
 - What are their ideas?
 - What other ideas do they have?
 - What do they already know?
 - What do they already do?
 - What else have they already tried?
 - Who else in your life might benefit from this change?
 - What strategies would they need to overcome barriers?

Offer

- Ask permission
- Offer in a neutral, non-judgmental manner
- Emphasize choice
- Answer the participant's questions
- If everything is fine, offer anticipatory guidance

Explore

- Explore what they **think** of what you offered and **how** they might take the next step.
 - What do you think of the ideas I just offered?
 - What info do you need to be successful in making this change?
 - How do you see this working?
 - How often, when?
 - What will you need to do first to make that change?
 - What are the barriers to making the change?

Next Steps – specific, realistic, action-oriented

- The next step is not just the topic discussed (e.g. yogurt, breastfeeding, continue good efforts).
- The next step should include an action they said they would do, how they would do it, and how often or when they will do it.
- The next step comes from them, but doesn't have to be stated by them.
 - Summarize their plans for the next step and give the participant a chance to confirm or tweak it. (Did I get it all?)

Activity 7: Scenarios

1. 4 year old where everything is fine
2. Concern about an underweight 2 year old
3. Pregnant woman who is overweight
4. 13 month old with request for jarred infant foods
5. Fully breastfeeding woman considering formula at one month postpartum
6. Non-breastfeeding postpartum woman wanting to lose weight
7. 4 month old infant starting on infant cereal

Activity 8: Summary of hopes

Consider combining your visit summary at the end of counseling with a health outcome statement.

Element	Example
Why eligible for WIC (required for health outcome statement)	To support you as you work towards (summarize their next step)
How long eligible (required for health outcome statement)	When we see you - chance to check in on next step for the next year
Express confidence (affirmation)	I can't wait to see how things are going
WIC Care Team (build the relationship)	No matter which member of the WIC care team sees you next time, we will check in to see how we can help support what you are working towards
If needed, connect to the expert care team member who will see them next - RD, BF counselor, etc.	Because of x, the registered dietitian on our care team who is an expert in this area, will see you at your next appointment

Develop a summary with health outcome statement based on the next step you developed in Activity 7.



Activity 9: What is your next step?



What skills or strategies from this workshop will I begin using in my work?

From the list above choose one step that you'd most like to work on in the next two months. Write a next step for implementing this skill/strategy.

What will I need to make this happen?

How confident am I that I can achieve this next step?
(0 = no confidence; 10 = extremely confident)

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Activity 10: What is our team's next step?

What skills/strategies from this workshop will our team work on during the next 6 months?

Why would we want to incorporate these skills/strategies into our work?

Write a next step for implementing one skill/strategy:

What are some tools we could use to implement this next step?

What barriers might there be to implementation of this plan? How will we deal with obstacles?

How can the team support each other in taking this next step?

How will we evaluate the success of this plan?

