

Level 1

PCS Setting the Stage

The Basics

Level 1	All staff must complete
Type	Online course
Completion time	1.5 hours
Complete	Within 3 months of hire
Certifiers Guide	Lesson 2-6
Posttest	Online
Completion	Form



Course Objectives

This course focuses on participant centered services (PCS) and is designed for WIC staff that set the stage for participant encounters. The following objectives are organized by the modules in which they are covered within this course. Upon completion of this course, learners will be able to:

The spirit of PCS

- Explain how PCS benefits WIC participants and staff.
- Describe the role that clerical staff play in PCS.

OARS

- Demonstrate active listening skills.
- Demonstrate how to use open-ended questions, affirmations, reflections, and summaries during participant encounters.

Handling difficult Situations

- Recognize resistance when working with participants.
- Identify strategies to diffuse difficult situations.
- Practice responding to commonly asked questions from WIC participants.

Learning activities

Offer to meet with the learner after each module to discuss any questions or concerns the learner may have. The following questions will facilitate a discussion about the content of the course.



- What questions or thoughts did you have about this module?
- What did you find helpful?

Module 1: The Spirit of PCS Self-Assessment

- To print a copy of this activity, click this link: [PCS Activity 1](#).

Here the learner has the opportunity to examine their customer service behaviors via a self-assessment. Follow up with the learner by asking them what they believe to be their strengths and where they see opportunity for improvement.

Module 2: Front Desk Observations

- To print a copy of this activity, click this link: [PCS Activity 2](#)

Here the learner has the opportunity to observe a clerical encounter and to record specific examples of what they hear or observe. Follow up with the learner to see what they observed.

This is a great opportunity to observe the learner during *their* participant encounters. Using the observation guide, take the time to observe the learner interacting with the participant and provide positive feedback using the questions below:

- How do you feel the encounter went?
- What do you think went well?
- What might you do differently next time?
- Here are some examples of things I heard you say.....
- Use as an opportunity to affirm skills staff are already using

Module 3: Recognizing Resistance Observation

- To print a copy of this activity, click this link: [PCS Activity 3](#)

Here the learner has the opportunity to practice recognizing resistance during participant encounters at the front desk and to record their observations and thoughts around what was behind the resistance and how this situation was handled. Spend some time reviewing the learner's experience with this activity. Behaviors that might be contributing to a difficult situation include:

- Use of a judgmental or confrontational approach
- Not paying attention to the participant's feelings and thoughts
- Telling a participant what to do
- Acting like 'the expert'

- Appearing cold or distant – lacking empathy, sincerity

Posttest Questions and Answers



Scored automatically online.

1. Choose the definition that best describes participant centered services (PCS):
 - a. **Placing participants in the center of each interaction**
 - b. Serving participants in a central location
 - c. Speaking from a script to make sure you say exactly the right thing
 - d. Making sure the participants know you know rules and regulations.
2. True or **False**. Certifiers are the only WIC staff who use participant centered services.
3. Clerical staff make a positive impact on a participant's WIC experience by:
 - a. Setting the stage for each interaction.
 - b. Reinforcing what happened following each appointment.
 - c. Making each participant feel welcome and appreciated.
 - d. Treating each participant with respect.
 - e. **All of the above.**
4. Lisa is sitting at the front desk, and it is a very busy day. She's covering phones and check-ins. A participant with a stroller walks in. Which of the following is the best example of using PCS skills?
 - a. "Check in at the i-pad. Make sure you have your ID number when I call you."
 - b. **"Welcome to WIC! Good to see you! Let's have you check in at the i-pad to get started. Let me know if you'd like some help with the i-pad." While saying this Lisa smiles and waves.**
 - c. "Oh, I know you. You know what to do. I'll call you up in a couple minutes. You have to leave your stroller in the lobby"
5. Participant centered services focus on a participant's:
 - a. Health risks
 - b. Negative behaviors
 - c. Deficits
 - d. **Positive efforts and actions**

6. The spirit of PCS is most like _____ with a participant.
- Racing
 - Wrestling
 - Dancing**
 - Boxing
7. Looking at the examples below choose the interaction that is most like dancing.
- A participant comes in late and gets mad when she can't find her proof of ID. You tell her you need to see it before you can check her in.
 - A participant comes in late and can't find her proof of ID. You tell her that you can look her up in a different way, and thank her for coming in.**
 - A participant comes in late and doesn't have her proof of ID. You remind her of how important it is to keep track of WIC paperwork and tell her where she should keep it.
8. Active listening means:
- Multitasking while listening.
 - Being fully present and paying attention.**
 - Jumping to conclusions as quickly as possible.
 - Thinking about what you will say next as the other person is talking.
9. Holding the silence can be useful to:
- Give the participant a chance to think about their answer.**
 - Get more work done.
 - Plan what you will say next.
 - None of the above.
10. Select three answers below that are characteristics of active listening:
- Eye contact**
 - Pleasant facial expression**
 - Stiff posture
 - Slouching
 - Warm tone of voice**
11. The "A" in the acronym OARS, stands for:
- Appreciation

- b. Acceptance
- c. **Affirmations**
- d. Attitude adjustment

12. Which of the following is an example of an affirmation?

- a. “How can I help you?”
- b. “Tell me more about what you’re eating right now.”
- c. **“Looks like you’re right on time. Thank you for your effort to be on time, I know it isn’t easy when you have a baby to bring along.”**

13. True or **False**? Open-ended questions can be answered with a yes or no.

14. Identify 2 open-ended questions from the list below:

- a. **How may I help you?**
- b. Do you have an appointment?
- c. Did you bring your paperwork?
- d. **What time would work best for you?**

15. **True** or False? It is important to be genuine when giving an affirmation.

16. You have a client who came into your clinic and you can tell they are upset. As you are talking to them, they describe how they ran out of benefits last month and their bus was late, and they didn’t know their child was supposed to come to this visit. To connect with them you decide to use a reflection. Which of these statements is a reflection?

- a. **Sounds like you are feeling frustrated.**
- b. How can I help?
- c. Does this mean we should reschedule?
- d. That’s too bad.
- e. What’s your WIC ID number?

17. **True** or False. The best way to do a reflection is to **not** have your voice go up at the end of your sentence.

18. Summaries can be used to do the which of the following: Select the three answers that apply:

- a. Signal the beginning of the interaction
- b. **Focus on the most important aspects of the conversation**

- c. Reinforce what has been said and tie it all together
 - d. Get more information
19. You overhear your coworker saying, “We covered a lot today including your nutrition goals, shopping with your eWIC card and how to take an online class.” This statement is an example of what OARS skill?
- a. Open ended question
 - b. Affirmation
 - c. Reflection
 - d. **Summary**
20. When you hear terms like “I can’t...” or “I would but...” or “That won’t work because...” you may be seeing signs of:
- a. Acceptance
 - b. **Resistance**
 - c. Goal setting
 - d. Engagement
21. Which behavior can help to reduce resistance?
- a. Convincing participants you know what is right
 - b. Talking down to participants
 - c. **Being nonjudgmental**
 - d. Pressuring participants to change
22. True or **False**. If you are talking with a participant who has been on WIC for more than a year, it is fine to use words like, “Cert” or “NUT ED” because they should know what to expect.
23. The “righting reflex” means:
- a. We don’t care about what happens to others
 - b. We always want to be right
 - c. We have good reflexes
 - d. **We want to fix what is wrong**
24. Resolving conflict is easiest when WIC staff do which of the following:
- a. Offer choices
 - b. Ask permission before sharing information
 - c. Be positive and empathetic

d. All of the above

25. Which of the following illustrate the “Explore-Offer-Explore” approach to sharing information with participants?
- Give someone a brochure, highlight important information, ask if they have questions
 - Ask what the participant knows already, ask permission to share information, after sharing ask what the person thinks about the information.**
 - State the problem, cover the information in detail, check for understanding
26. True or **False**. Telling an upset participant that WIC is supplementary is a good example of using PCS skills.
27. **True** or False. Asking permission before offering advice makes it more likely that the other person will listen and consider what you say.
28. Which of the following statements would help you “dance” with participants? Select the two best statements.
- “You should...”
 - “May I offer some information about that?”**
 - “Like I told you last time...”
 - “What are some things you’ve already tried?”**
29. **True** or False Participant centered service skills can be practiced and learned.
30. A participant tells you that she hates having her finger poked for her hemoglobin screening. Choose the best answer.
- “I’m sorry you don’t like getting your finger poked. I guess we don’t have to do it.”
 - “This is one of the rules you agreed to. You have to do it to be on WIC.”
 - “I understand. It’s not the most fun part of a WIC visit. May I share some more information about why we do this test? And we can talk about our options?”**