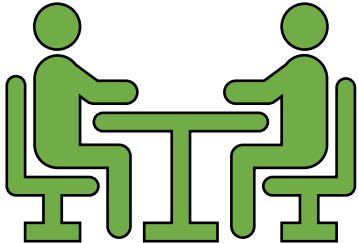


Level 2 Participant Centered Education

The Basics

Level 2	All CPA's must complete
Type	Online – Workday Learning Oregon <ul style="list-style-type: none"> • 10 PCE modules • Viewed as YouTube videos Handouts and Activities
Completion time	7-8 hours
Complete	Within 6 months of hire
Certifiers Guide	2-5: Introduction 3-2: Remaining modules
Posttest	Online – Workday Learning Oregon
Completion	Form



Course Objectives

The **WIC Participant Centered Education** online course consists of 10 separate online modules, each of which has corresponding handouts and activities. Certifiers need to complete all 10 modules before they take the posttest that covers all the content.

Module # and Topic	Objectives: After completing this module, staff will be able to:
0 - Introduction	
1 - What motivates people to change?	<ul style="list-style-type: none"> • Define the Stages of Change • Describe what motivates people to change • Give examples of change talk • Define ambivalence to change
2 - The spirit of PCE	<ul style="list-style-type: none"> • Describe the spirit of participant centered services

Module # and Topic	Objectives: After completing this module, staff will be able to:
	<ul style="list-style-type: none"> List the benefits of participant-centered education for both participants and counselors
3 - Opening the conversation	<ul style="list-style-type: none"> Recognize the importance of setting the tone of the appointment Practice opening the conversation, including setting the agenda and asking permission
4 - OARS	<ul style="list-style-type: none"> List characteristics of active listening Define the four components of <i>OARS</i> 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
5 - Roadblocks to listening	<ul style="list-style-type: none"> 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
6 - Assessment to counseling	<ul style="list-style-type: none"> 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

Module # and Topic	Objectives: After completing this module, staff will be able to:
7 - Providing Advice: offering nutrition education	<ul style="list-style-type: none"> ● 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
8 - Rolling with resistance	<ul style="list-style-type: none"> ● 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
9 - Next steps	<ul style="list-style-type: none"> ● 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

Learning activities

Plan to meet with the learner after they have completed each module and the activities that go with it. Review the information and answer any questions.



Module # and Topic	Activities and handouts
0 - Introduction	
1 - What motivates people to change?	<ul style="list-style-type: none"> • Handout: Stages of Change Overview and Counseling Strategies • Activity: How Ready Are You? • Observation Activity: What Motivates People to Change
2 - The spirit of PCE	<ul style="list-style-type: none"> • Handout: Heart of Participant Centered Education • Observation Activity: The Spirit of Participant Centered Education
3 - Opening the conversation	<ul style="list-style-type: none"> • Activity: Clinic Self-Assessment • Observation Activity: Opening the Conversation
4 - OARS	<ul style="list-style-type: none"> • Observation Activity: O.A.R.S • Activity: Keeping the Spirit Alive
5 - Roadblocks to listening	<ul style="list-style-type: none"> • Activity: How Do You Relate to Various People in WIC? • Activity: Roadblocks to Listening • Observation Activity: Roadblocks to Listening
6 - Assessment to counseling	<ul style="list-style-type: none"> • Observation Activity: Moving from Assessment to Counseling • Handout: Blank Circle Chart
7 - Providing Advice: offering nutrition education	<ul style="list-style-type: none"> • 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
8 - Rolling with resistance	<ul style="list-style-type: none"> • Observation Activity: Rolling with Resistance

Module # and Topic	Activities and handouts
9 - Next steps	<ul style="list-style-type: none"> ● Handout: Establishing Next Steps: Two Baby Steps to a Healthy Future ● Observation Activity: Next Steps ● Handout: Health Outcome Based Eligibility Statement (not available online) ● Activity: Putting All the Pieces Together ● Activity: Participant Centered Services: How Are You Doing?

Posttest Questions and Answers



Posttest automatically scored online. There are 28 questions.

1. **True** or false. A feeling of ambivalence or uncertainty is normal when someone is considering making a change.

2. There are five stages of change. Select the five stages from the list below.
 - a. **Pre-contemplation**
 - b. **Contemplation**
 - c. **Preparation**
 - d. **Action**
 - e. Amendments
 - f. Movement
 - g. **Maintenance**

3. What statements might you might hear if someone is in a contemplation state of change? Select 3 answers.
 - a. **“I’d really like to get her off the bottle, but it’s so helpful when she goes to bed.”**
 - b. “I’m excited to try this idea about how get more exercise! I’ll try it next week with my best friend by walking at the mall for 45 minutes. I really want to make this happen.”
 - c. **“Quitting smoking is so hard, I’ve been thinking about it a lot lately.”**

- d. “I’m surprised at how much I’ve enjoyed breastfeeding my second baby! It took a while to figure it out, but now—I’m confident that I can meet my breastfeeding goals.”
 - e. **“We eat fast food too much. I don’t want to keep doing it. I know home cooking is healthier but I’m busy and I just hate doing the dishes.”**
4. You are talking with Linda, and she is concerned about her toddler’s low iron levels. What counseling skills can you use to support change? Select 3 answers.
- a. **Ask her about what she already knows about iron rich foods.**
 - b. **Encourage small first steps.**
 - c. **Affirm the efforts she’s already made.**
 - d. Tell her everything about iron, to make sure she knows how important it is in the diet.
5. **True** or False. When a person feels accepted for who they are and what they do, it allows them the freedom to consider change rather than having to justify the reasons for not changing.
6. The Participant Centered Experience is: Select 3 answers.
- a. Always knowing the right answer.
 - b. **About understanding.**
 - c. **About being collaborative**
 - d. **About emphasizing freedom of choice**
 - e. About predicting what someone will say.
7. According to this module, participants have four basic needs when it comes to customer service. What are they? Select 4 answers.
- a. **To feel welcome**
 - b. **To be understood**
 - c. **To feel important**
 - d. **To feel comfortable**
 - e. To always be right
8. What are suggested steps to setting the agenda? Select 4 answers.
- a. **Greet the participant.**
 - b. Tell the participant all about your personal history including how many kids you have.

- c. Share what you hope to accomplish during the appointment.
 - d. Share the length of time the appointment will take.
 - e. Describe the appointment activities.
 - f. Reassure the participant that they only have to do this once.
9. Which skills are part of successful active listening? Select 4 answers.
- a. **Open-ended questions**
 - b. **Affirmations**
 - c. **Reflections**
 - d. The ability to multi-task
 - e. **Summaries**
10. Select 4 common roadblocks to listening from the examples below. Select 4 answers.
- a. **Being focused on what you're going to say next, and not paying close attention to what the speaker is saying.**
 - b. **Offering a solution before the speaker finishes what they have to say.**
 - c. **Pretending to listen while you're entering information into the computer.**
 - d. **Taking what someone says and relating it to your own experience rather than listening to understand how the speaker experiences what they are talking about.**
 - e. Asking open ended questions to learn more.
 - f. Reflecting back what you think the person was trying to say to make sure you understood them.
11. True or **False**. When someone makes an emotional statement, you should just respond to the statement with a strictly factual answer.
12. **True** or False. People usually change based on what they say and think themselves; not what someone else tells them.
13. You're talking with a pregnant participant who is interested but nervous about breastfeeding. You ask what they already know about breastfeeding, listen for the answer, ask permission to share more information, and after you've shared some information, you ask what their thoughts are about the information. This is an example of which technique?
- a. **Explore Offer Explore**

- b. Practicing Civil Rights skills
 - c. Setting the agenda
14. Which of the following phrases do we recommend you avoid when providing advice? (Select 3?)
- a. **You should**
 - b. **You need to**
 - c. **It's important that you**
 - d. You get to choose what works best for you
 - e. Other moms have shared
15. You're talking with a caregiver who has a lot of questions about dental care, picky eating, child development and their child's growth chart. You provide nutrition education while interacting with handouts on the one or two topics that the caregiver identified as their top priority. What should you do with the handout once you have finished using it?
- a. Tell the caregiver to take the handout home and read it.
 - b. **Offer the handout to the caregiver and give them the option of taking or leaving it.**
16. What are benefits of using circle charts during an assessment? Select 3 answers.
- a. **Circle charts help staff keep track of questions and topics that come up during the assessment.**
 - b. Using a circle chart means that you don't have to use the computer to input information during an assessment.
 - c. **Circle charts help caregivers select a nutrition education topic.**
 - d. **Circle charts help focus the conversation on a participant's interests and what they want to know more about.**
17. You're working with a dad who has a three-year-old who is using a bottle for all liquids, including soda and juice. Dad says that he wants to stop giving his child the bottle, but as you're talking, he interrupts you and tells you why the ideas you've offered won't work. He then says he has seen 4-year-olds with a bottle, and they turned out fine. What is dad showing signs of?
- a. **Resistance**
 - b. Contemplation of change
 - c. Preparation for change
 - d. None of the above

18. True or **False**. Friendly people don't show signs of resistance.
19. What are some reasons a caregiver or participant might show some resistant behaviors? Select 3 answers.
- a. **They have been told they must change something.**
 - b. **The certifier has misinterpreted the participant's readiness for change.**
 - c. **The participant feels judged or feels like they can't make the change.**
 - d. The participant feels safe, respected and motivated to make a change.
20. What are three elements of adult learning that describe how adults learn best?
- a. **Adults are self-directed**
 - b. **Adults learn through experience.**
 - c. **Adults prefer learning information that is immediately applicable.**
 - d. Adults always need to be the teacher.
21. You're working with a pregnant participant, Verna. Her doctor told her she should gain some more weight and she has asked for your advice on how to gain weight at a healthy rate. You offer suggestions about how she could increase her calorie consumption, but after every example she tells you why that won't work. She starts sighing and her answers get shorter. What are some ways you can improve this conversation? Select 3 answers.
- a. **Pause and think about the conversation from Verna's perspective.**
 - b. **Reflect on Verna's responses to let her know you have heard what she said.**
 - c. **Ask Verna what she's already tried.**
 - d. Stand up and leave the room.
 - e. Consult with the WIC Nutritionist and have the Nutritionist tell Verna what she needs to do.
 - f. Stop the conversation because it's not going anywhere useful.
22. You overhear a conversation your coworker is having with a participant. "Wow, that must be frustrating. Molly, it sounds like you've tried a lot of different things to get your child to eat veggies! What has worked best? Oh, that's so creative, I can tell you've given this a lot of effort." Which of these statements is an affirmation?
- a. What has worked best?
 - b. Wow, that must be frustrating

- c. **Oh, that's so creative. I can tell you've given this a lot of effort.**
 - d. There weren't any affirmations used in this interaction.
23. True or **False**. When you are certifying a new participant, you should verbally list out their assigned risks as part of their eligibility for being in WIC.
24. True or **False**. If a participant shows resistance, this means you should stop talking about that topic.
25. **True** or False. Asking open-ended questions, making affirmations, reflections and summaries are skills that can be learned.
26. True or **False**. A participant has to say the words, "my next steps" to prove that they have established a goal.
27. Select an example of a summary below.
- a. **"To wrap up, we've talked today about how you and your baby are doing and about how you can continue breastfeeding once you go back to work because you'd really like to breastfeed for a year. Your plan is to have your sister bring the baby to you at work some days and you'll also pump in the lactation room at your work. Did I get it all?"**
 - b. "You want to continue breastfeeding when you go back to work. What are some ideas you have to make that happen?"
 - c. "That sounds like a great plan!"
28. Select a participant centered health outcome or eligibility statement.
- a. **I will be enrolling you on WIC today until the end of your pregnancy to provide you with some food and information that will support your commitment to having a healthy baby.**
 - b. I will be enrolling you on WIC today until the end of your pregnancy because you have a high-risk pregnancy due to your smoking and gestational diabetes.
 - c. I will be enrolling you on WIC today because you meet income guidelines. What questions do you have for me?