

Level 2 Providing Participant Centered Groups

The Basics

Level 2	Required for BF Peer Counselors and staff who provide group education
Type	Paper
Completion time	9-10 hours
Complete	Prior to facilitating groups
Certifiers Guide	Lesson 9-3
Posttest	Online – Workday Learning Oregon
Completion	Form



Course Objectives

The *Providing Participant Centered Groups* module focuses on how to develop, deliver, and evaluate group education. Upon completion of this course, learners will exhibit these competencies:

- Develops and prepares session guides, activities, and materials based on adult learning theory, participants’ needs, interests, age, and abilities.
- Effectively facilitates group nutrition education sessions.
- Engages participants in hands-on learning to achieve positive health outcomes.
- Uses creative facilitation strategies that build on learning styles (ways of learning), strengths, prior knowledge, and skills.
- Creates a respectful learning environment in which participants in a group feel comfortable participating.
- Provides positive reinforcement in a group setting.
- Improve group offerings and facilitation skills/techniques using evaluation results.
- Appropriately uses audiovisual equipment and materials.
- Organizes and maintains education materials, supplies, and equipment.

Learning activities



Many of the activities in this module involve observations and critical thinking, and the answers to questions will be subjective. In this guide, answers are given only when there is a specific, objective answer.

Lesson 1-1, page 21

1. What are two ways that participant centered groups influence health behaviors?
 - Peers
 - Interactions
 - Support and encouragement
2. List three key elements of participant centered groups.
 - Creating an inviting environment
 - Connecting with participants and helping them feel safe
 - Offering relevant and science based information
 - Encouraging participants to contribute to the conversation
 - Actively involving participants in their own learning

Lesson 1-2, page 27

1. List the six domains of the participant centered group model.
 - Participants at the center
 - Environment
 - Facilitation skills, methods, strategies
 - Preparation
 - Facilitator knowledge
 - Leadership support

Lesson 1-3, Page 40

2. List three facilitator responsibilities for a successful group session: Answer will include three of the following:
 - Use participant centered education skills
 - Share accurate, evidence based information
 - Guide the discussion & keep discussions on track
 - Maintain participant's safety in a positive learning environment

Lesson 2-1, page 69

What does the acronym RISE stand for?

- Respectful
- Immediately meaningful
- Safe
- Engaging

What are the four learning styles?

- Auditory
- Visual
- Kinesthetic
- Reading

Identify the learning style associated with each learning activity:

- Describe different ways to hold a baby while breastfeeding. **Auditory**
- Use a doll and show the different ways to hold a baby while breastfeeding. **Visual**
- Pass the doll around and let each mom hold the baby and position it for breastfeeding. **Kinesthetic**
- Show a video that shows other moms holding their babies in various breastfeeding positions. **Visual**
- Let moms read a pamphlet that shows the different breastfeeding positions. **Reading**
- Ask moms who have breastfed babies to talk about their experiences. **Auditory**

Summarize what the Stages of Change theory describes:

The Stages of Change Theory describes the gradual process individuals go through when making behavior change. This process includes going through a series of stages. There are five stages that an individual goes through when making a behavior change.

Lesson 2-2, page 82

1. List the four OARS skills and describe one way each can be applied to a group session:
 - **O**pen ended questions: subjective
 - **A**ffirmations: subjective
 - **R**eflections: subjective
 - **S**ummaries: subjective

Lesson 3-1, Page 117

3. In the table below, draw a line from the Group Session to appropriate Target Audience:

General Prenatal Nutrition	→	pregnant women, particularly first and second trimester
Lowering Cholesterol	→	participants with a family history of heart disease
Weaning to a Cup	→	toddlers 1 to 2 years
Introduction of Solid Foods	→	infants 4 to 6 months
Exercising with Kids	→	parents and children 2 to 5 years
Preparing to Breastfeed	→	pregnant women, especially third trimester
Family Food Budgeting	→	adult participants and parents of participants
Taking Care of Children's Teeth	→	parents with children of any age
Snack Time	→	children one to 5 years

Lesson 3-1, page 122

1. What are the four necessary components of the session focus for a group session design?
 - Target Audience
 - Session Goal
 - Key Content Points
 - Session Objectives

2. Define target audience:
 - A group of people who are in similar situations and have similar needs for the information provided.

Lesson 3-2, page 126

1. Indicate if the objective impacts a participant's head, hands or heart: At the end of the group, participants will be able to:
 - List 2 benefits of low-fat milk products. **(head)**
 - Taste the difference between whole milk and non-fat milk. **(hands)**
 - Name a low-fat milk product they would be interested in trying in the next week. **(heart)**

Lesson 3-2, page 128

1. Identify the CAB of the following objective, by circling the condition, underlining the audience, and circling the behavior.
 - By the end of the session, participants will be able to tell a partner the 4 main items required on a food label.
 - At the end of the session, the participant will be able to describe 3 developmental signs of readiness for solid foods
2. Put a check next to the objectives that are observable:
 - ✓ By the end of the session, participant will be able to list the components of MyPlate.
 - ✓ By the end of the session, participant will be able to identify 3 food sources of calcium.
 - ✓ By the end of the session, participant will be able to describe 3 positioning techniques for breastfeeding.
 - ✓ By the end of the session, participant will be able to choose 4 healthy snacks from a list of common snack foods.

Lesson 3-2, page 130

1. Using the Job Aid entitled *Writing Objectives – Levels of Learning* determine the level of learning for the following verbs:

Verbs	Level of Learning
List	Knowledge
Identify	Comprehension
Demonstrate	Application
Analyze	Analysis
Create	Synthesis
Determine	Evaluation

Lesson 3-2, page 132

1. List and describe the three types of objectives.

- Cognitive objectives increase knowledge.
 - Psychomotor objectives provide opportunities to practice new skills.
 - Affective objectives impact attitudes.
2. What does the acronym CAB stand for?
 - **C**ondition
 - **A**udience
 - **B**ehavior

Lesson 3-3, page 141

1. What are the 5 elements to consider when planning a participant centered group session?
 - Materials needed
 - Preparation needed
 - Session title
 - Time needed
 - Expertise needed by facilitator

Lesson 3-4, page 152

1. Identify the learning style each of the following visual aids addresses:
 - PowerPoint slides – visual
 - Handouts/pamphlets – reading
 - Posters/bulletin boards – visual/reading
 - Props or handheld items – kinesthetic

Lesson 3-4, page 155

4. Which of the following are appropriate ways to use visual aids? (Check all that apply.)
 - To show emotion, motion, or behavior to illustrate a point.
 - Introduce the video and point out what to look for.
 - Ask participants to identify what they learned or had questions about after showing a video.
5. Describe the purpose of opening a session with a warm up activity.
 - to get people talking so they feel more comfortable sharing during the group session.

Lesson 4-1, page 170

1. What is the goal of evaluating group nutrition education?
 - To ensure that the groups we provide are relevant and meaningful to participants.

2. What are two ways evaluations can support your agency's group education program?
 - Improving an individual group
 - Improving the program as a whole
3. Describe what information can be gained from a process evaluation.
 - This type of evaluation lets us know how the group was received and if we have met our immediate goals for an individual group.
4. Describe what information can be gained from a needs assessment.
 - This type of evaluation provides direction for planning.

Lesson 4-3, page 188

1. What are the four steps involved in the continuous quality improvement process?
 - Assess
 - Plan
 - Implement
 - Evaluate

Final Review Activity

1. List the six domains of the participant centered group model.
 - Participants at the center
 - Environment
 - Facilitation skills, methods, strategies
 - Preparation
 - Facilitator knowledge
 - Leadership support
2. List the five levels of staff involvement in providing participant centered groups.
 - Facilitates groups
 - Adapts existing session guides
 - Develops new learning activities and session guides
 - Assesses need and evaluates groups
 - Champion/Advocate

3. True or **False**: All staff will be required to develop new session guides.
4. Describe one difference in the nutrition education approach of a teacher compared to a facilitator.
 - See Job Aid: Comparison of Nutrition Education Approaches in WIC
5. What are three responsibilities of the facilitator?
 - Learner should list three of the following:
 - Use participant centered education skills
 - Share accurate, evidence-based information
 - Guide the discussion & keep discussions on track
 - Maintain participant's safety in a positive learning environment
6. Describe two things a facilitator can do to have effective non-verbal communication skills.
 - Learner should describe two of the following:
 - Body motion
 - Eye contact
 - Dress
 - Use of space
7. List one benefit and one limitation of the following types of group education: (many possible responses – see lesson 1-4)
 - Facilitated Group Discussion:
 - Health Fairs/Activity Stations:
 - Child-Centered Approach:
 - Family-Centered Approach:
 - Guest Speakers:
8. What does the acronym RISE stand for?
 - Respectful
 - Immediately meaningful
 - Safe
 - Engaging

9. Describe what the Stages of Change theory tells us about behavior change.
 - The Stages of Change Theory describes the gradual process individuals go through when making behavior change. This process includes going through a series of stages. There are five stages that an individual goes through when making a behavior change.
10. Describe how the spirit of participant centered services can impact group facilitation. (Many responses)
11. List three common group challenges and one strategy to address each challenge listed.
 - Learner should list three of the following challenges and describe strategies to address the challenge which will be subjective:
 - Off topic discussion
 - Talkative participant
 - Disruptive participant
 - Questions that you can't answer
 - Correcting misinformation
12. What are the four necessary components of the session focus for a group session design?
 - Target Audience
 - Session Goal
 - Key Content Points
 - Session Objectives
13. Define target audience.
 - A group of people who are in similar situations and have similar needs for the information provided.
14. List the three types of objectives, and write an example for each type – be sure to include the CAB!
 - Cognitive: example will be subjective
 - Psychomotor: example will be subjective
 - Affective: example will be subjective

15. Describe two ways to create a positive learning environment for participants?

- Learner could describe any of the following:
 - Temperature
 - Lighting
 - Appearance
 - Seating
 - Accessibility
 - Location

16. What are three learning activities you can use to engage participants?

- Learner could describe any of the following:
 - Pair Share
 - Explore-Offer-Explore
 - Pros/Cons
 - Storytelling
 - Zero to Ten Scaling
 - Games/Activities

17. What is the purpose of a visual aid?

- To illustrate a point.

18. What is the advantage of beginning a group with a warm up activity?

- Engagement leads to improved relationship – participants will feel more comfortable sharing during the group.

19. List two components of a closing statement.

- Learner should list two of the following:
 - A summary of the ideas and information covered during the session.
 - An invitation for participants to reflect on what they have learned to encourage a move toward action.
 - Expressing confidence in the participants' abilities to achieve their goals.
 - Thanking everyone for participating.

20. When evaluating a session guide for participant centered criteria, you'll see it in which of the following? (Check all that apply.)

- the environment
- the kind of information given
- the way the information is offered
- the sequence of the learning
- the staff facilitation skills
- the way the questions are asked
- the voices of the participants
- the way the conversation flows
- the spirit of the room

21. Why is it important to evaluate the group education you provide?

- To ensure that the groups we provide are relevant and meaningful to participants

22. Describe how information from each of the following types of evaluation could be used to support quality participant centered groups.

- **Needs Assessment:** This type of evaluation provides direction for planning.
- **Process:** This type of evaluation lets us know how the group was received and if we have met our immediate goals for an individual group

23. What are the four steps involved in the continuous quality improvement process?

- Assess
- Plan
- Implement
- Evaluate

Posttest

Posttest is scored automatically online.

1. Select 2 ways that participant centered groups influence health behaviors.

- **Peer interaction**

- Doing worksheets during class
 - **Support and encouragement**
 - Professionals giving instruction
2. Select 2 of the key elements of participant centered groups.
 - **Creating an inviting environment**
 - **Connecting with participants and helping them feel safe**
 - Directing the learning for each person
 - Waiting until the end to answer questions
 3. **True** or False. Although facilitators may be subject matter experts, it is most important that the participants do not view them as the sole authority on the group session topic.
 4. **True** or False. Using a variety of learning styles – visual, auditory, reading, kinesthetic - helps people retain information better.
 5. **True** or False: Well-written objectives will enable the facilitator to observe achievement.
 6. True or **False**: Close ended questions provide a way to get more feelings and thoughts from participants.
 7. **True** or False. In a group session, having a space that is welcoming to children will help the parents feel more comfortable.
 8. **True** or False. One of the guiding principles of WIC nutrition education is to provide nutrition education that is culturally sensitive and in the learner’s first language whenever possible.