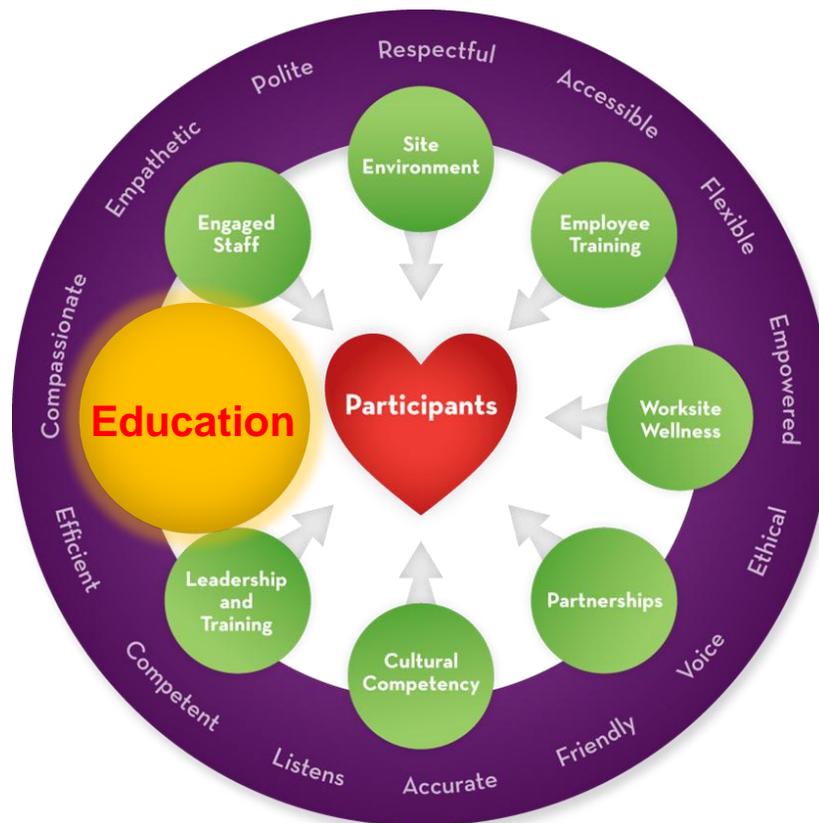


Choose a Topic Together

Participant Centered Education

Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

CHOOSE A TOPIC TOGETHER

When you allow participants to help decide what to talk about, you help them feel they are your partner, and it will make the session more relevant. Choosing a topic together is one of the PCE techniques that help with several important PCE principles such as ambivalence and collaboration, relevance, safety and voice. Additional training on the PCE principles listed above will reinforce the learning from this module.

In general, there is only one time during a session when you and the participant will choose a topic: after you have completed your assessment and before you provide education.

Trainer's Notes

Purpose:

To improve WIC staff ability to choose a topic to discuss during individual education, and to practice using circle charts to negotiate the agenda.

Objectives:

By the end of the session, staff will have:

- Reviewed and commented on suggested steps for deciding what topics to talk about
- Reviewed the steps and practiced filling in and using blank circle charts
- Reviewed the steps and practiced using prefilled circle charts

Optional objective: Staff will have commented on which situations they think MUST be discussed with a participant.

Directions: Before the session:

- 1) For Activity 2: Write on a flip chart pad or on a board the following statement:
"How to Decide What to Talk About":

"Our participants know far more about their lives, their abilities, and their willingness make changes in their lives than we do."

- 2) You may wish to create a list of "Topics You Must Talk About" for Activity 2a. Some guidelines to consider include: How severe is this situation? Does it put the participant in imminent and severe danger? Could WIC be liable for not addressing the issue? Some conditions may include: severe anemia, domestic violence, or substance abuse. Many times these participants will be referred to the nutritionist or another authority, and the WNA will not have to be responsible for discussing the matter.

Materials:

- “Choose a Topic Together” Trainee Workbooks
- Nutrition Questionnaires for post-partum women
- Prefilled Circle charts for “I’m Three”:
<http://www.cdph.ca.gov/programs/wicworks/Pages/WICNECardsandCircleCharts.aspx>
- Flip chart or board

Room Set Up:

- Staff seated at tables or in small groups



1. What does unwanted advice feel like? Activity 1

Instruction: Explain that this in-service will concentrate on a key component of participant-centered education – choosing a topic together.

Say: *Think of a time when someone gave you advice even though you did not want any advice (a situation you’d be comfortable sharing with a partner in a minute). What was the situation? Who gave the advice? How did it make you feel?*

Say: *Now share with a partner your experiences.*

Instruction: Allow staff a minute or so to work in pairs. Then ask a few staff to **share** their stories in the large group.

Say: *Often when someone tries to talk to us about something we don’t want to discuss, we may ignore them or perhaps even get defensive. One principle of motivational interviewing is that when someone gets defensive and starts arguing for why they should NOT change, this actually makes them LESS likely to change. This means that, unless it’s done carefully, talking to a WIC participant about something they don’t want to discuss could actually have the opposite effect of what we would want.*

“Our participants know far more about their lives, their abilities, and their willingness make changes in their lives than we do.”

- David Rosengren,
MI trainer

2. How to decide what to talk about: Activity 2

Instruction: Read the following quote (on a flip chart or board): “Our participants know far more about their lives, their abilities, and their willingness make changes in their lives than we do.”

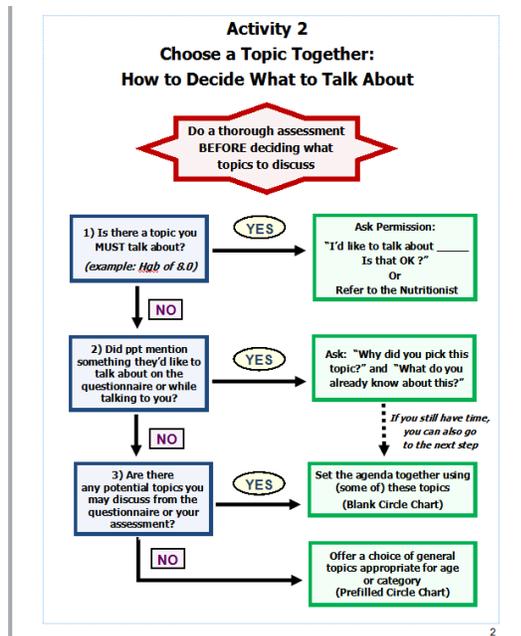
Ask staff what **they think** about this quote.

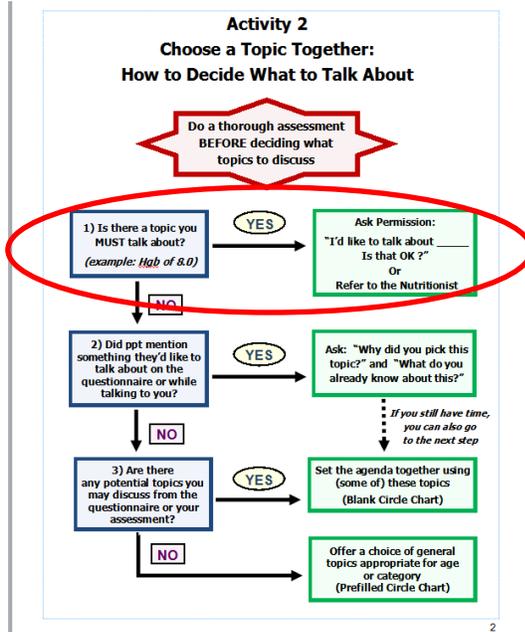
Say: *Ideally, you and the participant should decide together (or negotiate) what topic (or topics) you will talk about during an education session.*

Instruction: Invite staff to **review** the handout called “How to Decide What to Talk About With WIC Participants”. **Explain** that they can read along as you read aloud.

Say: *Before deciding what to talk about, you always should do a thorough assessment. You should have a good idea about what you might want to discuss with the participant before you negotiate the agenda.*

On the other hand, remember you need to leave plenty of time to work with the participant once you have chosen a topic, so don't spend all your time on assessment! It can be a bit tricky – but you do this all the time!





3. There is a topic that you MUST talk about: Activity 2a

Say: *Next decide if the participant has any risks that you absolutely must talk with them about right then. These are situations where someone is in immediate and serious danger, such as severe anemia, domestic violence, or substance abuse.*

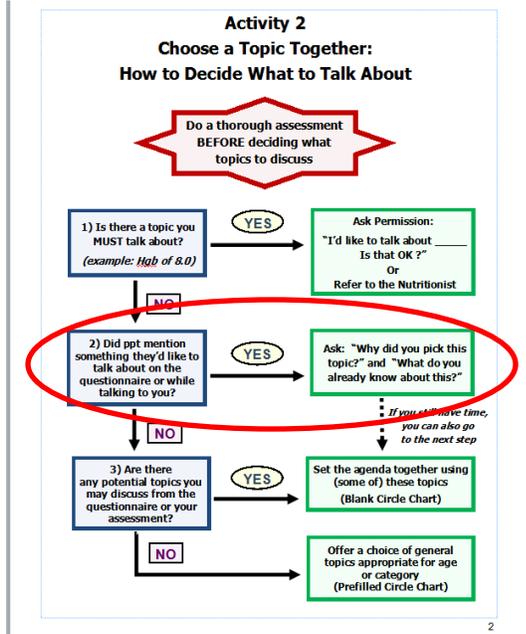
OPTIONAL ACTIVITY:

Instruction: If you have a list of "Topics that Must Be Talked About", review these with the staff. You may invite their comments about which conditions they would include on this list.

Say: *If there is a topic that you MUST talk about, we suggest that you ask permission to discuss this with the participant.*

An example might be "I need you to know that I'm looking at the results from your blood test and I'm very concerned about it. Would it be OK if we talk about that today?"

Remember to document your discussion in ISIS – especially if the participant refuses to talk about the topic (such as substance abuse or domestic violence).



4. The participant already has a topic they want to talk about: Activity 2b

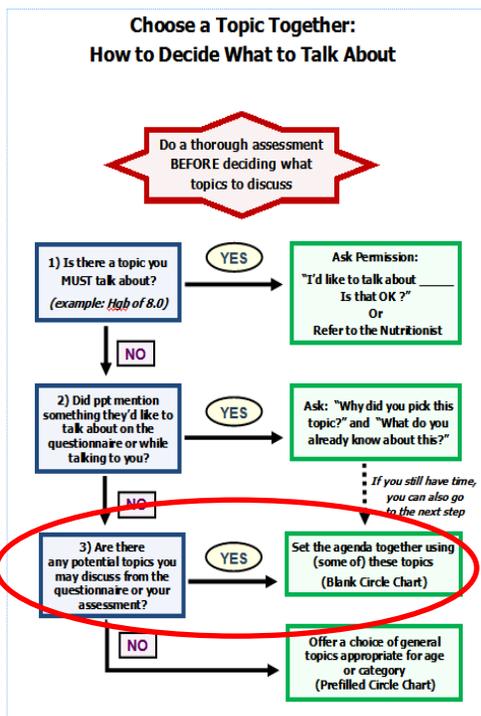
Say: *Luckily at WIC we don't often have life and death situations, so you shouldn't have topics you MUST talk about very often. If there isn't a topic you MUST talk about, think about whether the participant has already let you know of a topic they would like to talk about.*

This could be a topic written on the nutrition questionnaire, or it could be one they mention to you during your assessment.

Say: *If the participant already has something they'd like to discuss, start by asking them what they already know about this topic, or why they picked this topic.*

Say: *If, after you've talked about this topic and you still have time, you can go on to step 3.*

Instruction: Ask staff about any questions they have about the first two situations



5. Blank circle charts:

Say: *Most of the time participants don't have a topic you must discuss, and they won't tell you ahead of time what they'd like to talk about. This is when you can "negotiate" the agenda.*

Say: *The next step is to look very carefully at the nutrition questionnaire and any other information you have from your assessment. If you find some things you might want to discuss, offer them to the participant and let them choose the one they would like to talk about.*

One way to do this would be to use a circle chart. You can also write the topics on a blank piece of paper, or even just say the topic.

Using a circle chart may make it easier for participants to select a topic because they can see what you are talking about.

Instruction - Activity 3: Invite staff to follow along on the handout labeled "How to Use a Circle Chart" while you read information.

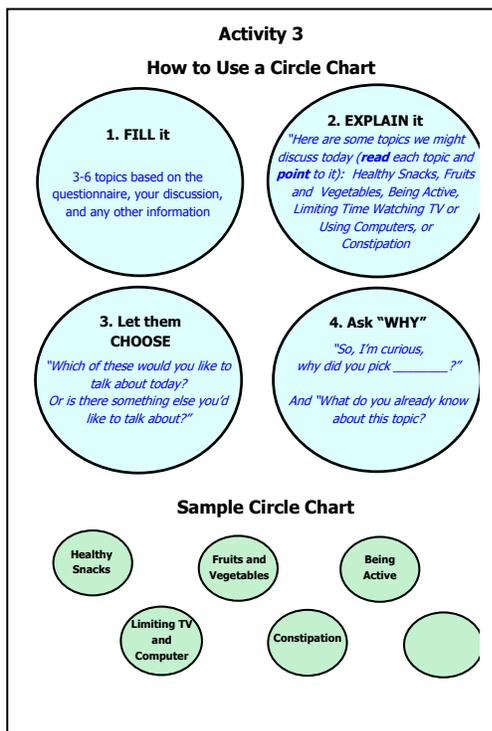
Say: *There are a few things you can do to make using a circle chart work well and easily for you.*

*1. First **decide what topics** you think the participant may benefit from discussing. Then write these topics in the circles – one topic in each circle.*

*2. Then quickly **explain** to the participant that the words in the circles are topics you can talk about, based on their assessment, and then read each of the topics. It helps to point to the topic as you read it.*

*3. Then ask the participant to **choose a topic**, or tell them they can pick a different topic if they like.*

*4. Finally, after they pick a topic – ask them **why** they picked that topic. This helps guide the conversation!*



BREASTFEEDING/POSTPARTUM WOMAN NUTRITION QUESTIONS

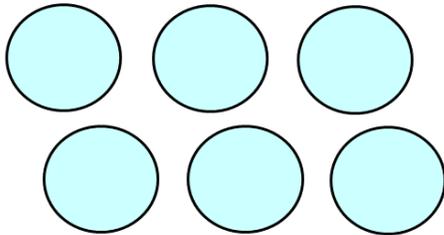
Name: _____	Age: _____
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Please circle or write your answers to the following questions:

- When is your next doctor's appointment? _____
Has your doctor talked to you about family planning/birth control? Yes No
- How is breastfeeding going for you? (Circle one)
(not good) 1.....2.....3.....4.....5 (great)
- Which of these do you take? Prenatal Vitamins Iron Pills Herbs Other Vitamins/Minerals
Laxatives Over the Counter Medications (Tylenol, Aspirin, etc.) None
Other Medications _____ Home Remedies (list) _____
- How do you feel about your weight now? Too little OK Too much
- How many times a day do you eat? _____ Meals _____ Snacks
- How many times a week do you eat fast food or food from a restaurant?
Never 1-2 times 3-4 times 5 or more times
- Are you on a special diet? Yes No If yes, explain _____
- Are there foods you limit or do not eat? Yes No If yes, which ones? _____
- What do you eat/drink on most days?
 - ◆ Water Coffee Tea Regular Soda Diet Soda Gatorade
 - ◆ Juice Punch/Kool Aid Alcohol Beer Wine
 - ◆ Fruits Vegetables
 - ◆ Milk (Skim/Lowfat/Whole) Cheese Yogurt Cottage Cheese Pudding/Custard
 - ◆ Meat Chicken Turkey Fish Hotdogs Tolu Beans/Lentils Peanut Butter Eggs Nuts
 - ◆ Breads Cereals Tonillas Rice Noodles Rolls Crackers Pan Dulce
 - ◆ Candy Cookies Cakes Donuts Ice Cream Chips French Fries
 - ◆ Other (list) _____
- Which one or more of the following words describes how you feel?
Happy OK Tired Depressed Sad Stressed Angry Other _____
- What kind of activity do you do on most days? Walk Run Bike Dance Sports
Swim Exercise Class/Gym Garden None Other (list) _____
- Do you ever run out of money or food stamps to buy food? Yes No
- What nutrition and health questions do you have today? _____

Activity 3a

Here are some topics we might discuss.
Which would you like to talk about today?



- 1) FILL it, 2) EXPLAIN it,.....3) Let them CHOOSE,
- 4) Ask "WHY?" and "WHAT do you already know?"

Circle Chart Tips

After you ask a participant to pick a topic, be sure to wait (at least 5-8 seconds). This lets the person think about it. **(SILENCE)**

If she still doesn't respond, try asking the question again. Example: "So, which of these do you think would be most helpful for us to talk about?"

If she still doesn't pick a topic, try asking her which topic she does well. Example, "Maybe there... is one of these that's going really well for you now. Do you have some ideas or suggestions... about one of these that I could use for other participants?" This may also help her remember something else she'd like to talk about.

REMEMBER— you don't need to fill all the circles—you can offer just 3 or 4 topics, if that is all... you can find to talk about. Limiting the number of topics may make it easier for you and the participant in a situation like this.

Blank circle chart ... practice: Activity 3a

Instruction: Explain that you will now practice filling in and using blank circle charts.

Invite staff to **complete a Nutrition Questionnaire** for a post-partum woman. The information can be based on themselves or a WIC participant.

After staff fill out their Nutrition Questionnaires, ask them to **find a partner and swap** questionnaires – so each person has the other person's questionnaire.

Encourage staff to **review the questionnaires and look for possible topics** they could discuss.

After both partners are ready, invite one to be the educator and the other to be the participant.

The counselor can practice **explaining the circle chart**, asking the "participant" to **pick a topic**, and then asking **why** the participant chose that topic.

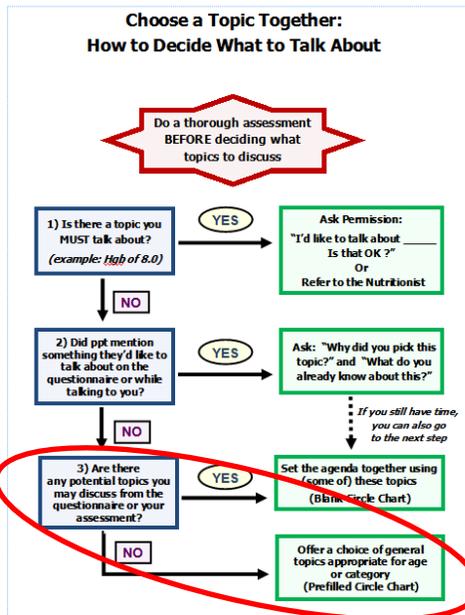
After, invite the partners to change roles so each gets to practice.

Invite staff to **find a new partner and practice this a 2nd time.**

Then have staff find a **3rd partner and practice again.**

After the activity, have the **entire group discuss** how they felt about using the circle charts and see what **questions** they have.

Ask staff to **read the information** about "Circle Chart Tips" and see what questions they have about this information.



6. Prefilled circle charts: Activity 4

Say: *Sometimes you may not be able to find anything to discuss with a participant. In this case, you may use a prefilled circle chart that is appropriate for the category and age of the participant.*

Using the prefilled circle chart is very similar to using the blank circle chart, except instead of doing all 4 steps, you only have to do the last 3 steps. So, you would:

- *Explain what the circle chart is, and mention each topic*
- *Ask why they picked that topic*

Instruction: Explain that you will now practice using pre-filled circle charts.

Invite staff to **find partners** again, take the roles of educator and participant, and practice **explaining the circle chart:** Educators ask the participants **to pick a topic**, and then ask participants **why** they chose that topic.

After, invite the partners to **change roles** so each gets to practice.

Have staff **practice with one or two more partners.**

After the activity, have the **entire group discuss** how they felt about using the circle charts and see what **questions** they have.

Say: *ONLY use prefilled circle charts if there is NOTHING else you can find to talk about. If you do find something to talk about, you must offer to discuss that issue instead of using the prefilled chart!*



7. Review

Instruction: **Ask** staff what questions they have about **how to decide what topics to discuss**, or about how to use the circle charts

Ask them what **they think** about negotiating the agenda. **Which technique** – such as using a circle chart, writing topics on a piece of paper, or perhaps some other technique, would they be **willing to try**?

Explain that page 5 in the workbook is a job aid they can use; and pages 6 and 7 are to use for practice, if they like.

Thank them for being willing to try these techniques.