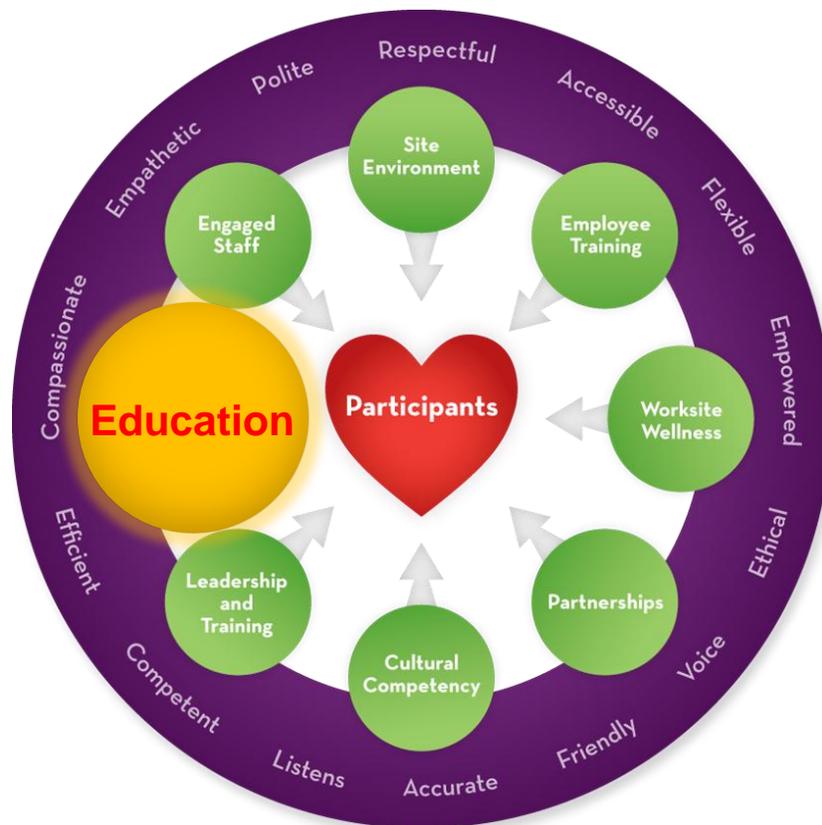


# Safety

## 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.

## **SAFETY**

Safety, a key principle of PCE, refers to physical safety and comfort as well as psychological safety. Participants who feel safe are more willing to be open about their thoughts and feelings, and may be more open to change.

Safety is a principle that can be used throughout the session. It is closely related to the PCE principles of cultural competence, collaboration, respect, and voice. Training on these additional topics will reinforce the learning from this module.

### **Trainer's Notes**

#### **Purpose:**

To improve WIC staff understanding of the concept of safety, and to discuss effective ways to create a safe environment for the participant.

#### **Objectives:** By the end of the session, staff will have:

- Shared an unsafe or uncomfortable experience
- Reviewed the concept of safety as well as strategies for effective application

#### **Materials:**

- "Safety" Trainee Workbooks
- T chart to record feedback – example:

#### **Room Set Up:**

- Staff seated at tables or in small groups

<b>What makes <u>me</u> feel safe in 1:1 education as the educator?</b>	<b>What makes <u>participants</u> feel safe in 1:1 education?</b>
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### Safety

**Safety:** In order for participants to learn and to change, they need to feel they are in a safe environment.

**Activity 1:** Think of a learning environment that did NOT feel safe?

- What made the situation unsafe?
- What effect did it have on the person?

## 1. When Have I felt Unsafe? Activity 1

**Instruction: Explain** that this in-service will focus on **safety**, a key component of participant-centered education.

**Say:** *Safety is a key part of participant-centered education. Participants are more likely to be open about their thoughts and feelings if they feel safe enough, and are more likely to consider changing their behavior. Safety can be defined as "Being free from hurt, injury, danger, or risk." Participants feel safe when they can share vulnerable details without the fear of being judged. Our goal is to help them feel heard, understood and respected.*

**Instruction: Invite** staff to think about a learning environment that did not feel safe.

**Say:**

- *What made the situation unsafe?*
- *What effect did it have on the person?*

**Instruction: Allow** staff one or two minutes to write down their answers in their workbook.

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

**Instruction:** Allow 2 – 3 minutes for pairs to talk.

What makes me feel safe in 1:1 education as the educator?

What makes participants feel safe in 1:1 education?

Activity 2: Now think about a time when a WIC participant felt unsafe or uncomfortable in an education session:

- What happened?

## 2. Safety during 1:1 sessions: Activity 2

**Say:** *Now think about yourself: As an educator, what do **you** need to feel safe when you do 1:1 education?*

**Instruction:** Ask staff to **share** their responses with the large group. Write responses on a t-chart.

**Say:** *Now let's discuss what participants need to feel safe in 1:1 education.*

**Instruction:** Ask staff to **share** their thoughts in the large group. Write responses on a t-chart.

**Instruction:**

**Say:** *In your workbook, write down a time when you have seen a WIC participant feel unsafe or uncomfortable in an education session.*

**Ask:** *What happened?*

**Instruction:** Ask staff to **share** their thoughts.

**Instruction:** Allow 2 – 3 minutes for pairs to talk.

**Activity 3**

**SAFETY STRATEGIES for Education**

Circle or highlight items in the chart that speak to you

The Educator Should Try To:	So the Participant Can:
Listen	Sort out her thoughts
Not judge	Feel safe and respected
Pay attention	Know you care
Understand the participant's world and feelings, and put yourself in her shoes	Know you are with her

The Educator May:	So the Participant Can:
Ask Open Questions	Think about the situation
Affirm	Feel appreciated
Use Reflection	Hear what she is saying
Summarize	Hear her thoughts and know she is understood

The Educator Should Not:	This will make the Participant:
Argue	Defensive
Dwell on the participants difficulties	Withdraw
Solve the problem for the participant	Dependent or less likely to change
Belittle the participant's concern	Withdraw
Avoid addressing painful areas	Become frustrated

**Activity 4:**

Write down 3 things you already do to help participants feel safe when conducting a 1:1 education session.

Write down 2 additional things you will work on to help participants feel safe when conducting a 1:1 education session.

### 3. Safety strategies: Activity 3

**Say:** *Now review the handout page called Safety Strategies for Education. Circle or highlight anything that stands out for you, and tell why.*

**Instruction:** *Ask staff to **share** their thoughts with the large group.*

**Say:** *Now that we have discussed some strategies to help participants feel safe: Think of the things you do to help your participants feel safe when conducting a 1:1 education session.*

**Instruction - Activity 4:** *Ask staff to **write down 3 things** in their workbook they already do to help a participant feel safe.*

**Say:** *Then write down **2 additional things** you will work on to help participants feel safe in a 1:1 education session.*

**Instruction:** *Ask staff to **share** their thoughts.*