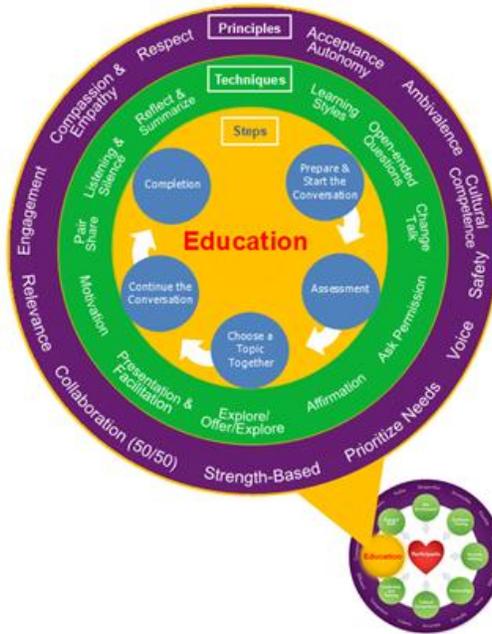


# PCE

## Key Competencies for Individual and Group Education

[Click here](#) for Inservices on PCE Competencies



### Principles

Competency	More information
<p style="text-align: center;"><b>Empathy &amp; Compassion</b> <i>"I understand your situation"</i></p> <p>Imagines what someone else is feeling. Educators do not have to agree with a participant's beliefs or a specific behavior to try to understand the participant's life or viewpoint. Demonstrates sympathy when appropriate, including a desire to help.</p>	<ul style="list-style-type: none"> <li>Reflects back the emotions expressed by the participant</li> <li>Communicates an understanding of the participant's concerns and experiences</li> <li>Offers assistance to address the participant's concerns</li> </ul>
<p style="text-align: center;"><b>Respect &amp; Acceptance</b> <i>"I honor you"</i></p> <p>Supports participants so they feel important and valued, and refrains from judging based on participants' background or health-related behaviors.</p>	<ul style="list-style-type: none"> <li>Honors the participant's time</li> <li>Gives the participant choices, when possible</li> <li>Tries to understand the participant's perspective</li> </ul>

## Principles *(cont'd)*

<p style="text-align: center;"><b>Safety</b> <i>"I'll try to help you feel comfortable"</i></p> <p>Avoids putting participants on the spot or in uncomfortable situations without their permission. Offers choices whenever possible. Considers emotional aspects (such as: not letting participants get too far out of their comfort zone) and physical conditions (such as: sound, temperature, space, etc.).</p>	<ul style="list-style-type: none"> <li>• Assures privacy and confidentiality for participants during individual education</li> <li>• Lets the participant choose the topic whenever appropriate</li> <li>• Asks open-ended questions that do not have right or wrong answers</li> </ul>
<p style="text-align: center;"><b>Engagement</b> <i>"You will be involved"</i></p> <p>Makes an effort to involve participants. Signs of participant engagement include conversation, relaxed body language, laughter, questions, and movement. Participants must be engaged in the session to learn or to consider how to change behavior. Note that class engagement depends greatly on the activities and the class design.</p>	<ul style="list-style-type: none"> <li>• Class design has activities that involve participants and are safe and enjoyable</li> <li>• Participants are encouraged to ask questions and to share their experiences</li> </ul>
<p style="text-align: center;"><b>Voice</b> <i>Participant is the decision-maker: "You know your situation best"</i></p> <p>Acknowledges the participant is the one who will decide what to do and what is best for herself and her family. Recognizes that participants should be actively involved in deciding what they learn, and when &amp; if they change.</p>	<ul style="list-style-type: none"> <li>• Asks open-ended questions and listens to participant's responses</li> <li>• Encourages participant to set her own goals, and supports participant in making her own decisions about behavior change</li> </ul>
<p style="text-align: center;"><b>Strength-Based Approach</b> <i>"I believe in your ability to make changes"</i></p> <p>Asks for and acknowledges participant experiences, skills, and successes. Voices the belief that participants can make positive changes in their lives.</p>	<ul style="list-style-type: none"> <li>• "You've been breastfeeding successfully for several months now. What's one thing that made it work for you?"</li> <li>• "I know when you're ready to wean your child off the bottle and onto a cup, you can be successful making it happen".</li> </ul>

**Principles (cont'd)**

<p style="text-align: center;"><b>Ambivalence &amp; Collaboration</b> <i>“You seem to feel two ways”</i></p> <p>Recognizes when participants have mixed feelings about change and appear resistant, and promotes participant collaboration.</p>	<ul style="list-style-type: none"> <li>• “So on the one hand, you feel it would be too hard to quit smoking right now; and on the other hand, you think it would be better for your baby’s health if you could stop”</li> <li>• “What can you think of that would make it easier for you to stop smoking?”</li> </ul>
<p style="text-align: center;"><b>Relevance</b> <i>“I’ll meet you where you are right now”</i></p> <p>Assures that topic and materials are important and useful to participants. Gears the session for participants’ readiness to change, and their knowledge &amp; experience with the topic.</p>	<ul style="list-style-type: none"> <li>• Makes sure participants are enrolled in a class appropriate for their category and needs</li> <li>• Avoids promoting healthy food choices not appropriate for participants’ ethnic background</li> </ul>
<p style="text-align: center;"><b>Cultural Competence</b> <i>“I’ll understand how your background may influence who you are”</i></p> <p>Communicates comfortably and effectively with people of different cultures. Is aware of and respects beliefs, values, traditions, customs, and parenting styles from other cultures.</p>	<ul style="list-style-type: none"> <li>• Understands when it is culturally appropriate to include specific family members during an individual education session</li> <li>• Knows whether it is appropriate to touch a participant’s child, based on the participant’s culture</li> </ul>
<p style="text-align: center;"><b>Prioritize Needs</b> <i>“What is most important to discuss in this situation?”</i></p> <p>When there are several topics to discuss with a participant, the educator can identify the most critical issues, and offer those to the participant to choose from.</p>	<ul style="list-style-type: none"> <li>• Issues of domestic violence are more urgent than low intake of vegetables</li> <li>• What the participant wants to discuss is more important than what I’d like to talk about</li> </ul>

## Techniques

<p style="text-align: center;"><b>Listening</b> <i>“I want to hear what you have to say”</i></p> <p>Shows appropriate body language, presence, and use of verbal encouragers. “Participant-centered” means the participant does most of the work. Listening involves being present, being curious, and showing interest.</p>	<ul style="list-style-type: none"> <li>• Encourages participants to spend at least 50% of the time talking with the educator (or to each other, in group settings) or doing activities.</li> <li>• Pays attention to participants’ body language, tone of voice, and the context of the discussion to better understand the words</li> </ul> <p style="text-align: right;"><a href="#"><u>Listening</u></a></p>
<p style="text-align: center;"><b>Silence</b> <i>“I’ll give you time to think”</i></p> <p>Waits at least 5-10 seconds for participants to answer an open question or to reflect on important points. Is aware that participants may need time to think before they feel comfortable speaking up.</p>	<ul style="list-style-type: none"> <li>• Doesn’t jump in right away when a participant pauses after talking</li> <li>• Pauses when finished speaking to give participants an opportunity to think about what was said</li> </ul>
<p style="text-align: center;"><b>Ask permission</b> <i>“Is it OK if...?”</i></p> <p>Checks beforehand to make sure it’s OK to talk about certain topics, or to do specific activities. This shows respect and helps make sure the participant is willing to take part in the session.</p>	<ul style="list-style-type: none"> <li>• “I’d like to talk about what your child is drinking these days – would that work for you?”</li> <li>• “I have some ideas I can share about how to get more exercise – would that be OK?”</li> </ul> <p style="text-align: right;"><a href="#"><u>Asking Permission</u></a></p>
<p style="text-align: center;"><b>Open the conversation</b> <i>Start off on the “right foot” – part of a “warm welcome”</i></p> <p>Welcomes participants, explains own role, states how much time they have, and creates a safe environment.</p>	<ul style="list-style-type: none"> <li>• “Hi. My name is Estella, and I’m a nutrition assistant. Today’s class will be about baby behaviors. It’ll take about 15-20 minutes.”</li> <li>• “You’re here today to see if Jorge can stay on the program for another six months. It’ll take about 15-20 minutes. Is that O.K.?”</li> </ul> <p style="text-align: right;"><a href="#"><u>Open the Conversation</u></a></p>
<p style="text-align: center;"><b>Start the session with participant successes</b> <i>“What’s going well?”</i></p> <p>Begins the session by letting participants discuss their experience and accomplishments related to the topic. (Note: This concept should be included in most class designs)</p>	<ul style="list-style-type: none"> <li>• “What’s one thing that’s going well with your pregnancy?”</li> <li>• “What is something new that your baby is doing now?”</li> <li>• “What is something your family does to be healthy?”</li> </ul> <p style="text-align: right;"><a href="#"><u>Start with Successes</u></a></p>

## Techniques *(cont'd)*

<p style="text-align: center;"><b>Open-ended Questions</b> <i>"Tell me your story"</i></p> <p>Uses questions without set "correct" answers, and invites participant to share their experiences or ideas rather than just share "facts".</p>	<ul style="list-style-type: none"> <li>• Starts most questions with the words "what" or "how". Usually does <i>not</i> start with "is", "do", or "can".</li> <li>• "Which of these topics is most important for you to talk about?"</li> </ul> <p style="text-align: right;"><a href="#"><u>Open Questions</u></a></p>
<p style="text-align: center;"><b>Affirmation</b> <i>"I acknowledge your strengths and your struggles"</i></p> <p>Communicates appreciation for participants and for their strength and accomplishments as well as their struggles or points of view.</p>	<ul style="list-style-type: none"> <li>• "You've spent a lot of time thinking about the benefits of breastfeeding"</li> <li>• Acknowledges anyone who contributes to a class, even if the educator does not agree with what is said.</li> </ul>
<p style="text-align: center;"><b>Reflection</b> <i>"What I think you said is..."</i></p> <p>Accurately rephrases what a participant says and means, so the participant feels understood.</p>	<ul style="list-style-type: none"> <li>• Participant: "I used to be so skinny before my first baby" Educator: "You're worried about your weight."</li> <li>• Participant who is pregnant: "Sometimes I have a couple of drinks when I go out, and I know that's probably not good." Educator: "It sounds like you're concerned about the effects alcohol might have on your baby".</li> </ul> <p style="text-align: right;"><a href="#"><u>Reflection</u></a></p>
<p style="text-align: center;"><b>Choose the topics together: Negotiate the agenda</b> <i>"Together we can decide what to talk about"</i></p> <p>Involves the participant in deciding what topic to discuss.</p>	<ul style="list-style-type: none"> <li>• "Which of these topics would you most like to talk about today? You can choose a different topic, if you'd prefer.</li> </ul> <p>Note: This may include using circle charts or other visuals that offer choices.</p> <p style="text-align: right;"><a href="#"><u>Negotiate the Agenda</u></a> <a href="#"><u>Choosing a Topic</u></a></p>
<p style="text-align: center;"><b>Change talk</b> <i>"Things might be better if they were different"</i></p> <p>Recognizes key words that hint at motivations for change and encourages the participant to talk about these motivators. Change talk includes statements about the desire, need, reason, or ability to change.</p>	<ul style="list-style-type: none"> <li>• Participant (concerned about whether she'll be able to breastfeed): "I've heard breastfeeding is healthier for babies". Educator: "Tell me more".</li> <li>• Participant (whose preschooler drinks several cups of juice each day): "I might start getting bottled water for my family because it tastes better than tap" Educator: "Please talk more about that".</li> </ul> <p style="text-align: right;"><a href="#"><u>Change Talk</u></a>      <a href="#"><u>Change Talk Statements</u></a></p>

## Techniques *(cont'd)*

<p style="text-align: center;"><b>Exploring motivation</b></p> <p style="text-align: center;"><i>“Why might this be important to you?”</i></p> <p>Helps participant identify feelings about behaviors and reasons to change.</p>	<p>Ways to explore motivation may include thought-provoking open questions such as: “Why would might you want to change this part of your life? or, “What might be at stake if you don’t change?”</p>
<p style="text-align: center;"><b>Explore / offer / explore</b></p> <p style="text-align: center;"><i>“Before I share , I’d like to hear what you think or know”</i></p> <p>Finds out what participants know or want to know about a topic before offering information. After giving information, lets participants react to and/or practice using the information. Note that most classes should be designed to include this.</p>	<ul style="list-style-type: none"> <li>• <b>Explore:</b> “What have you heard about anemia?” (Wait for response)</li> <li><b>Offer:</b> “Can I tell you a few things about anemia? Anemia is...”</li> <li><b>Explore:</b> “What do you think about this information about anemia?” (Wait for response)</li> </ul> <p style="text-align: center;"><a href="#"><u>Explore-Offer-Explore</u></a></p>
<p style="text-align: center;"><b>Learning styles</b></p> <p style="text-align: center;"><i>Hear / See / Do</i></p> <p>Sessions use audio, visual, and kinesthetic (hands on) learning activities. People learn in different ways, so it is useful to accommodate these three learning styles.</p>	<ul style="list-style-type: none"> <li>• Uses food models when explaining portion sizes</li> <li>• After demonstrating a physical activity participants can do with their preschoolers, invites class to try the activity together</li> <li>• Uses circle charts</li> </ul> <p style="text-align: center;"><a href="#"><u>Learning Styles</u></a></p>
<p style="text-align: center;"><b>Pair-share</b></p> <p style="text-align: center;"><i>“I encourage you to learn from each other” (for Group Education)</i></p> <p>Participants have a chance to work in groups of two or three. This allows quieter participants to get more involved, and helps all to learn from each other.</p>	<ul style="list-style-type: none"> <li>• “I’d like to hear any suggestions you might have to help your child eat more fruits and vegetables. You’ll have a chance to talk with at least one other person in the class about your ideas.”</li> <li>• “Please turn to your neighbor and introduce yourself and your infant. Share one new thing your baby is doing.”</li> </ul> <p style="text-align: center;"><a href="#"><u>Pair-Share</u></a></p>
<p style="text-align: center;"><b>Summarizing</b></p> <p style="text-align: center;"><i>“This is what we said and did”</i></p> <p>Briefly reviews key points discussed during the session. Summary is short and to the point, and focuses only on the most important things discussed.</p>	<ul style="list-style-type: none"> <li>• Let me see if I understand so far...</li> <li>• Here is what I’ve heard. Tell me if I’ve missed anything.</li> <li>• Let me see if I have all of this.</li> </ul> <p style="text-align: center;"><a href="#"><u>Summarizing</u></a></p>