THE NORTH CAROLINA WIC NUTRITION ASSESSMENT AND CARE PLAN
PART III: EFFECTIVE DATA COLLECTION AND COUNSELING

OBJECTIVES

- Describe use of critical thinking skills to create an appropriate plan of care for participants
- Review participant-centered counseling strategies to support positive behavior change
- Discuss techniques to engage participants using participant-centered services
- Review importance of cultural awareness to effectively communicate with diverse groups

NUTRITION COUNSELING

Nutrition Assessment
- Anthropometric
- Biochemical
- Clinical
- Dietary & Physical Activity
- Eco-Social

Plan of Care
- Nutrition education
- Breastfeeding support
- Goals
- Referrals
- WIC food package
- Follow-up plan

Effective Data Collection & Counseling
CRITICAL THINKING IN THE NUTRITION ASSESSMENT

- The process of organizing and synthesizing information
- Collect all information before drawing conclusions
- Ask open-ended questions to clarify information or gather more details
- Consider the participant's point of view

CRITICAL THINKING IN THE NUTRITION ASSESSMENT

- Identify relationships between behaviors and nutrition risk
- Integrate facts, opinions, active listening, observations, questioning, and autonomous thinking
- Prioritize nutrition problems to be addressed

CRITICAL THINKING PROCESS

<table>
<thead>
<tr>
<th>Determine</th>
<th>Determine appropriate data to collect and need for additional information</th>
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<tbody>
<tr>
<td>Select</td>
<td>Select assessment tools and procedures</td>
</tr>
<tr>
<td>Apply</td>
<td>Apply assessment tools in valid and reliable ways</td>
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<tr>
<td>Distinguish</td>
<td>Distinguish relevant from irrelevant information</td>
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<tr>
<td>Validate</td>
<td>Validate that the information is correct</td>
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EFFECTIVE DATA COLLECTION

WIC Nutrition Service Standard:

Standard 6: A.6: Integrates the use of the management information system into the nutrition assessment process in such a way that supports a positive participant experience and does not inhibit rapport building.

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PARTICIPANT CENTERED SERVICES FRAMEWORK (PCS)

- Participant is the center of the interaction.
- Individualized care.
- Attempts to promote active involvement.
WHAT DOES IT MEAN TO BE PARTICIPANT-CENTERED?

- By engaging in conversation with a family, it is possible to:
  - Gather information
  - Learn what's important to the client
  - Provoke thought and consideration
  - Create a family-friendly environment

PARTICIPANT-CENTERED EDUCATION (PCE)

- PCE is CARING:
  - Collaborative
  - Accepting
  - Respectful
  - Individualized
  - Non-judgmental
  - Genuine
- Refer to the WIC Works online training and job aids regarding PCE
  - https://wicworks.fns.usda.gov/resources/participant-centered-groups

- CPA becomes a facilitator/partner
- Provide information, ideas, and support
- Avoid giving advice
- Engage the participant
- Tailor nutrition counseling
PARTICIPANT-CENTERED EDUCATION

OUTCOMES:
- Participant leaves with education and strategies about what behavior to change
- Participant has ideas in place about what steps to take
- Participant feels supported and motivated to make nutrition-related behavior changes

CREATE A SUPPORTIVE WIC ENVIRONMENT
- Attractive
- Comfortable
- Child friendly
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COMPONENTS OF PARTICIPANT-CENTERED CONVERSATIONS

- Active Listening
- Change Talk
- Probing
- Asking Permission
- Silence
- Open-ended Questions
- Affirmations
- Reflective Listening
- Summarizing

ACTIVE LISTENING
- Helps build a connection, lets the participant know you care and understand
- Provide undivided attention, be able to sit with silence
- Maintain eye contact while sitting in a relaxed, attentive manner
- Minimize distractions
- Use minimal encouragers
- Use the computer as a tool, do not let it interfere with the counseling session

CHANGE TALK
- A statement that acknowledges a desire to change
- Goal is to encourage and reinforce it
  - Even if the change is small
- Explore areas of ambivalence
CHANGE TALK

Examples:
- Desire - “I wish he would drink more milk.”
- Ability - “I could probably go for a short walk on my breaks at work.”
- Need - “I need to get her off the bottle, I know it is not good for her teeth.”
- Commitment - “I am going to cook dinner at home more often.”
- Reasons - “I know there are so many reasons I need to give him healthier snacks, weight problems run in my family.”
- Taking Steps - “I already added a fruit to one of my snacks per day.”

CHANGE TALK EXAMPLE

“I wish I could breastfeed. I know that it's what's best for my baby and her health long-term, and I've thought about how breastfeeding will help me bond with my baby, but my mom says that it's too hard and uncomfortable, and my family says it would be easier for me if they got to help feed the baby.”

Desire

Reasons

Ambivalence

EVOKING MOTIVATION USING CHANGE TALK

- Evoking motivation is an essential part of helping WIC participants adopt healthy eating and nutrition-related behaviors
- Everyone has motivations
- Motivation is where we will most likely see positive behavior change
- Internal motivators are the driving force
- Probe to determine what is important
- Support and celebrate
- Motivation is fluid
PROBING

- Helps gather and elicit information
- Encourages participant to elaborate
- Encourages participant to provide specific examples

Examples:
- “How is your pregnancy going?”
- “What questions do you have about using your eWIC card?”
- “Tell me more about how introducing solid foods is going.”
- “In the past 24 hours, how often are you putting your baby to your breast or expressing breastmilk?”

ASKING PERMISSION

- A transition to navigate sensitive subjects

Examples:
- “Would it be okay if we talk about your child’s weight?”
- “Would it be alright if I asked you some questions about your typical eating habits?”
- “Is it okay if we discuss your concerns about breastfeeding?”
- “I have some information about that. Would you like me to share it now?”

SILENCE

- Silence signals thinking
- Refrain from filling the silence
- If follow-up is needed:
  - Check for understanding
  - Offer to rephrase the question
  - Provide an example
COMPONENTS OF PARTICIPANT-CENTERED CONVERSATIONS

- active listening
- change talk
- probing
- asking permission
- silence
- open-ended questions
- affirmations
- reflective listening
- summarizing

PCE UTILIZES "OARS"

- Open-ended questions
- Reflecting
- Affirming
- Summarizing

OARS: OPEN-ENDED QUESTIONS

- A strategy to start a conversation and keep it going
- Makes it easier to gather more information and encourage deeper conversation

TIPS:

- Allow moments of silence after asking open-ended questions
- Allow conversation to flow
OARS: OPEN-ENDED QUESTIONS

Examples:
- "Tell me what you know about introducing solid foods?"
- "What barriers have you faced trying to eat more fruits and veggies?"
- "What is one thing, related to your health or nutrition, that you wish was different?"
- "Can you tell me what you know about breastfeeding?"

OARS: AFFIRMING

- Celebrate your participant's strengths and efforts
- Acknowledge behaviors that support positive change
- Builds confidence in ability to change, shows your appreciation and understanding
- Must be genuine

TIPS
- Turn empathy into an affirmation
- Avoid statements that sound insincere

OARS: AFFIRMING

Examples:
- "Thank you for sharing that!"
- "You've really thought of some ways that you may incorporate healthy snacks."
- "You are thinking of some really great ideas!"
- "It sounds like you're really trying to do what's best for your baby."
- "I appreciate all of these great ideas you've shared!"
OARS: REFLECTING

- Reflect your client's meaning to make sure you understand
- Reflections encourage the other person to elaborate, or correct the information
- Meant to move the conversation forward, not repeat

OARS: REFLECTING

Examples:
- "It sounds like you are concerned about his juice intake."
- "You feel that having more family meals may encourage her to eat more foods."
- "You are worried that your family wouldn’t be supportive of breastfeeding."
- "You are wondering if there may be a way you can incorporate walking into your lunch break."

OARS: SUMMARYING

- Summarize to reinforce what the participant has verbalized

Benefits of summarizing:
- Shows the participant you’ve been listening
- Allows participant to hear their thoughts repeated to ensure you understand
- Acts as a connection to discuss and address the concern
OARS: SUMMARIZING

Structure:
- Begin with a statement that shows you are attempting to summarize their thoughts
- Notice change statements
- Acknowledge ambivalence
- Be concise
- End with a confirmation

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CULTURAL CONSIDERATIONS

(Washington State & California WIC, 2012)
CULTURAL CONSIDERATIONS

- Culture influences beliefs and behaviors that affect nutrition
- Participants may not feel comfortable discussing certain topics
- Culture impacts eating habits and food preferences

MULTICULTURAL AWARENESS

- Tips for WIC Staff:
  - Build awareness of the cultural groups in your target population
  - Understand cultural eating patterns and family traditions
  - Consider differences in communication styles

BUILDING CULTURAL COMPETENCE

- Cultural competence: the capacity of an individual or organization to communicate effectively and convey information in a manner that is easily understood by and tailored for diverse audiences (CDC, 2018)
- Know the local resources that support cultural groups in your area
- Share recipes tailored to food preferences and preparation techniques
TIPS FOR COMMUNICATING WITH PARTICIPANTS & FAMILIES

1. Put personal biases aside
2. Take a few moments to learn about the person you're speaking with
3. Build rapport
4. Respect personal space
5. Avoid using friends/family/children as interpreters
6. Check for understanding
7. Learn greetings and titles in other languages you commonly encounter
8. Write numbers down

TAKE HOME MESSAGES

- It can be difficult for WIC participants to disclose personal information (income, health issues, life stressors, etc.).
- Building rapport is an essential component to a WIC encounter, to provide individualized resources and support.
- CPAs must be able to navigate resistance to support behavior change.
- WIC participants may be self-conscious discussing eating habits or weight concerns about themselves or their children.
  - Building an open, non-judgmental relationship with the participant may help them feel more comfortable discussing their concerns.
- A WIC participant may be juggling many other things, we want to provide support to meet them where they are.

GROW YOUR SKILLS

- Focus on building one skill at a time
- Keep repeating skills
- Get feedback
- Keep adjusting and practicing
REFERENCES

- WIC Works - https://wicworks.fns.usda.gov/wicworks/Learning_Center/VENA/VENA_AppendixD.rtf

QUESTIONS?

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