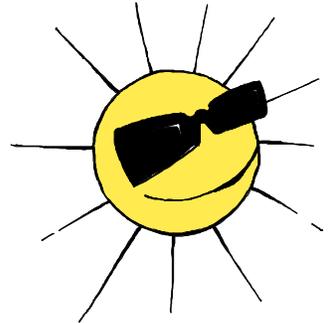




Bright Ideas in Practice

Now you have the opportunity to observe many of the *Bright Idea* principles in action. View the video "Making the Difference with Nutrition Education."

Follow along with the outline attached.



Colorado WIC Presents "Making a Difference with Nutrition Education"

Video Outline

WIC works because WIC helps people make the important connection between health and nutrition. We have the chance to help people learn what good nutrition really is and how to fit good nutrition into their everyday lives.

Setting the Stage The client must be relaxed enough to hear what you are saying, think about it, and be able to respond.

Greet the client using their name and give a genuine smile.
Make eye contact. Look like an especially nice person!
Introduce yourself. Be pleasant and relaxed.
Chat with the client. Keep the pressure off.
Give a brief overview of the appointment.

Listening It is important to really listen to people.

Listen throughout the appointment.
React, Review, and Reflect on the nutrition questionnaire, diet, and measurements.
Explain the growth chart carefully and in a simple way.
Be generous with praise but cautious with criticism!

Address Nutrition Concerns People are much more interested in nutrition if it relates directly to them or their family.

Identify client's major concerns.
Work your concerns around the client's concerns.
Brainstorm - Help the client find their own solutions.

Find 1-2 main points for the client to consider doing.
Remember, the client will be back for other appointments.
Use open-ended questions.
Affirm the client's feelings.
Give the client time to think and respond.
Point out benefits of changing behavior.

Using Pamphlets Information alone is dull, boring, and lifeless. Help the client use the information in a personal way.

Don't overload the client with pamphlets.
Review only the most pertinent parts.
Personalize the material. Write a brief reminder of anything the client plans to do.
Suggest putting the pamphlet on the refrigerator.

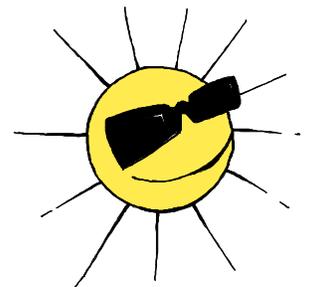
Setting Nutrition Goals Setting goals helps people think through what they can do at home.

Find out what changes the client is willing to make.
Ask the client how difficult it will be.
Define a goal together. Keep it do-able!
Write the goal down in her words.
Make the client feel good about choosing a goal and for being a good parent.

Follow Up at the Next Appointment Follow up gives us the chance to reinforce what we talked about but also lets the client know we are interested in them and what they have been doing.

Listen carefully - Ask what the client has done on their goal.
Praise any hint of positive change!
Change the goal so it is smaller and more do-able or help the client to try a new goal for the next appointment.
Half way is much better than not trying at all! Next time the client may be open to going a little further.

**Nutrition Education is a dynamic process!
Nutrition education in WIC happens a little bit at a time.**



Bamboo Seed

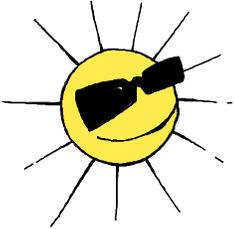
We can go days, months, and sometimes even years saying the same things over and over without any sign of encouragement or change. The connections you make today between nutrition and health information may take root and grow in the future!

Thank you for your efforts everyday! Keep up the good work!!

Activity Worksheet
Bright Ideas - Unit 14

Name _____

Date _____

**Making a Difference with Nutrition Education**

Complete this worksheet after watching the video. You may discuss the video in a discussion group or individually with your supervisor/discussion partner.

- List one idea, insight, or concept you identified from the video that was new or reinforced for you that you would like to reflect in your work.**
- Describe two ways you plan to positively set the stage when first interacting with a WIC participant.**
- Place an "X" by the responses below that would be appropriate during the information gathering stage of a WIC visit when the intent is *listening*.** The situation: You are in the process of weighing a pregnant woman and she tells you that she hopes she hasn't gained too much weight because she does not want to get "fat." You would:
 Use this as an opportunity to educate on the importance of adequate weight gain
 Affirm her concerns about gaining excessive weight
 Ask her what her health care provider said about her weight
 Remark that she has indeed gained weight
 Ask her how much weight she would like to gain
 Tell her that the weight she gains in pregnancy will go away after delivery
- Why do you think the WIC Educator did not try to get the mother to stop giving her daughter Kool-Aid?**
- How do you respond when a client states that they have not tried the goal?**
- Explain the analogy of the Bamboo See with WIC nutrition education.**

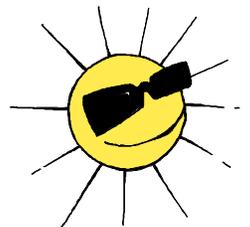
Moving Forward with Bright Ideas

Write 5 favorite things you have gotten out of your experience with **Bright Ideas** and/or list 5 ways **Bright Ideas** has affected how you operate or think as a nutrition educator. (Review the units and your Activity Worksheets as a reminder.)

- 1.
- 2.
- 3.
- 4.
- 5.

Discuss these ideas with your supervisor or in a staff discussion group. These Activity Worksheets and a discussion are to be done for completion of the module.

***Thank you for your efforts to improve your education and counseling skills!
You deserve to feel good about your efforts at the end of every clinic day.
You deserve to know you've made a real contribution--because you have!
Your efforts continue to make the WIC Program one of the most successful
public health programs ever!!***



Evaluation

Congratulations on completing the units of the *Bright Ideas* Nutrition Education Skills Module!
Good job!!

The last part remaining to the module is evaluation. On the next page is the Nutrition Education Skills Evaluation Tool. This is your chance to demonstrate *Bright Ideas*

Have your supervisor observe you with a participant. They will use the evaluation tool to identify the great skills you use when providing nutrition education. They may also be able to find areas that require a little more practice. Remember . . . we all need improvement in some areas. No one is ever "great" in all areas and at all times. Part of the *Bright Ideas* concept is identifying areas to work on and creating plans for improvement.

WIC Nutrition Education Skills Evaluation Tool

Name _____

Reviewer _____

Date _____

<u>Great</u>	<u>Needs Improvement</u>	<u>Not Yet Attempted</u>
--------------	--------------------------	--------------------------

Introduction and Friendly Comments

(Reference: *Bright Ideas*, Units 1, 3)

- | | | | |
|---|-------|-------|-------|
| Prepared for client visit | _____ | _____ | _____ |
| Avoids making the client wait | _____ | _____ | _____ |
| Greets client warmly | _____ | _____ | _____ |
| Introduces self | _____ | _____ | _____ |
| Makes initial positive comment | _____ | _____ | _____ |
| Touches client if comfortable/appropriate | _____ | _____ | _____ |
| Refers to client/children by name | _____ | _____ | _____ |
| Comments: _____ | | | |

Overview of What to Expect (Reference: *Bright Ideas*, Unit 1)

- | | | | |
|--|-------|-------|-------|
| Asks what client knows about WIC (1st visit) | _____ | _____ | _____ |
| Explains what the appointment is for and how long it will take | _____ | _____ | _____ |
| Explains WIC provides supplemental foods, nutrition education, and health care referrals (1st visit) | _____ | _____ | _____ |
| Comments: _____ | | | |

Getting Information/Diet Assessment/Measurements

(Reference: *Bright Ideas*, Unit 12)

- | | | | |
|---|-------|-------|-------|
| Collects information accurately/efficiently | _____ | _____ | _____ |
| Uses open ended questions (how, when, how much, who, what, where?) | _____ | _____ | _____ |
| Listens attentively | _____ | _____ | _____ |
| Acknowledges client's thoughts and concerns (uses "encouragers") | _____ | _____ | _____ |
| Stays on task | _____ | _____ | _____ |
| Completes evaluation of Ht/Wt/Hct/Diet and Nutrition Questionnaire before education | _____ | _____ | _____ |
| Comments: _____ | | | |

Identify Problem/Topic Areas (Reference: *Bright Ideas*, Units 3, 4)

- | | | | |
|---|-------|-------|-------|
| Explains why client qualifies (NRF) for WIC (certification/recertification) | _____ | _____ | _____ |
| Identifies 2-3 priority items from information collected | _____ | _____ | _____ |
| Asks and listens to client's priorities/concerns | _____ | _____ | _____ |
| Makes smooth transition to providing education | _____ | _____ | _____ |
| Comments: _____ | | | |

Giving the Information (Reference: *Bright Ideas*, Units 2, 4, 5, 6, 13)

- | | | | |
|---|-------|-------|-------|
| Provides information pertinent to client concerns | _____ | _____ | _____ |
| Points out the benefits to client | _____ | _____ | _____ |
| Incorporates clients ideas/solutions | _____ | _____ | _____ |
| Limits information to only 2-3 main topics | _____ | _____ | _____ |
| Includes no more than 1-2 appropriate handouts | _____ | _____ | _____ |
| Comments: _____ | | | |



	<u>Great</u>	<u>Needs Improvement</u>	<u>Not Yet Attempted</u>
Behavior Change Goal (Reference: <i>Bright Ideas</i> , Units 7, 8, 10)			
Finds out what the client is willing to change and how	_____	_____	_____
Helps the client identify 1-3 small achievable goals	_____	_____	_____
Helps the client make the goal(s) specific (how, when, how much, who, what, where?)	_____	_____	_____
Asks client how difficult it will be to reach their goal	_____	_____	_____
Asks client what potential obstacles may interfere with their progress (social, personal, physical environment)	_____	_____	_____
Asks client for ways to eliminate or minimize problems	_____	_____	_____
Asks client to summarize what they plan to do	_____	_____	_____
Personalizes handout by writing name and goal on handout (if appropriate)	_____	_____	_____
Documents goal on care plan	_____	_____	_____
Tells client they will ask them how it worked at the next WIC appointment	_____	_____	_____
Comments: _____			
Physical Environment (Reference: <i>Bright Ideas</i> , Unit 1)			
Semi-private	_____	_____	_____
Attractive/organized	_____	_____	_____
Comfortable	_____	_____	_____
Client's chair arranged to allow client facing staff without the desk between (knee to knee)	_____	_____	_____
Distance between staff and client 3 feet or less	_____	_____	_____
Children adequately attended to	_____	_____	_____
Apologizes for interruptions	_____	_____	_____
Comments: _____			
Interviewer Behaviors Throughout Session			
(Reference: <i>Bright Ideas</i> , Units 9, 11)			
Makes regular eye contact	_____	_____	_____
Facial expression - friendly	_____	_____	_____
Posture - relaxed, open, facing client	_____	_____	_____
Listens to client	_____	_____	_____
Avoids making client defensive/avoids fussing at the client	_____	_____	_____
Gives positive genuine feedback and support	_____	_____	_____
Checks routinely to see if client has questions	_____	_____	_____
Acknowledges and adjusts for difficult situations (upset client, crying infant)	_____	_____	_____
Aware of cultural differences	_____	_____	_____
Comments: _____			
Client Response (True measure of effectiveness - did it work?)			
(Reference: <i>Bright Ideas</i> , Units 9, 10)			
Client participated in session	_____	_____	_____
Client indicated session was helpful	_____	_____	_____
Client had opportunity for responses	_____	_____	_____
Client left appointment with a plan and specific goal to work on	_____	_____	_____
Comments: _____			

Staff goal to improve nutrition education skills and communication with WIC clients:
