The Participant Centered Services Model – ‘PCS’

Adapted from a presentation by Fatima S. Hoger, MS, RD, LD

Including information from Western Region WIC PCE – Participant Centered Nutrition Education Toolkit, Participant Centered Nutrition Education Model, Altarum Institute, 2009
Revitalizing Quality Nutrition Services in WIC

- Value Enhanced Nutrition Assessment (VENA)
- Enhanced Breastfeeding Services
- Revised Food Package
- Participant-Centered Nutrition Services (PCS)
WIC Nutrition Education

**Targeted Behaviors**

- More fruits, vegetables and whole grains
- Increased physical activity
- More and longer breastfeeding
- Appropriate introduction of solid foods, weaning
- Better snacks, less ‘junk food’
- Family meals

**Positive Outcomes - Healthy Babies - Healthy Families**

- Reduction in overweight and obesity
- Reduction in diabetes and gestational diabetes
- More postpartum weight reduction
- Better birth outcomes
- Less hunger/food insecurity
# Teacher-Centered Education

**Educator’s Presentation**
Educator wants to be seen as a knowledgeable nutrition expert

**Educator’s Actions**
1. Asks for information from the WIC participant about risks and problems
2. Decides which nutrition/health behavior changes the WIC participant should make
3. Informs the WIC participant what is wrong with her current nutrition/health behaviors (her “nutritional risks”)
4. Presents an action plan with broad suggestions for behavioral change
5. Asks yes/no and leading questions to confirm the WIC participant’s understanding of the nutrition information and action plan

**Expected Outcomes**
WIC participant leaves with information she can use to change educator identified nutrition/health-related behaviors
## PARTICIPANT CENTERED EDUCATION

<table>
<thead>
<tr>
<th>Educator’s Presentation</th>
<th>Educator strives to be seen as a facilitator or partner, supportive and open to the participant’s views</th>
</tr>
</thead>
</table>
| **Stylistic Characteristics** | - Elicits information from the WIC participant about her goals and concerns  
- Helps the WIC participant determine nutrition/health behaviors she wants to change  
- Offers information and ideas for how to accomplish behavior change, with small doable action steps  
- Helps the WIC participant identify barriers to change and strategies she can use to overcome them  
- Asks open-ended questions to encourage the WIC participant’s active participation  
- Uses active listening skills to make sure she (the educator) understands  
- Provides education, including information, in the context of each WIC participant’s goals, culture, and personal circumstances |

| Anticipated Outcomes | WIC participant leaves with information  
WIC participant gains ideas about small steps she can take, motivation to take those steps and a feeling of support that can help her to change her nutrition/health-related behaviors |
“Early in the development of the PCE model, it became clear that it was not simply nutrition education but every aspect of the WIC service delivery that impacts the experience of the WIC participant from:

- Federal and State Policies
- Clinic Environment
- Nutrition Education Materials”
The Evolution to Participant-Centered Services

“The PCE Model evolved into PCS, a comprehensive, outcome-based model which takes a systems approach to promoting the adoption of positive nutrition and health related behaviors by WIC families.”
Participant Centered Education is a framework for providing nutrition education that places the participant at the center of the nutrition education process. The certifier acts as a counselor or advisor who listens and helps guide the participant. The participant makes decisions based on his or her unique needs and circumstances.
PCE Shifts Focus

▲ From… giving information, advice and behavior change prescriptions

▲ To… exploring concerns uncertainty, reasons for change and strategies for change
Participant Centered Services

▲ Focuses on people’s capacities, strengths, and developmental needs – not solely on their problems, risks, or negative behaviors.

▲ Requires staff to acquire and apply new skills that encourage conversations with clients – ends the ‘question-answer-tell people what to do’ format

▲ Requires a good look at your entire clinic – Create a supportive environment for PCS

▲ Requires ‘PCS champions’ to model PCS skills and ensure PCS becomes a part of service delivery
Service Delivery Environment

The environment reflects PCS and its importance in reaching participants

- Clinic Setting
- Agency Policies
- Clinic Processes
- Physical Space
- Posted information supports PCE
A framework for internal peer and management support for implementation and maintenance of the PCS model

- Peer support encouraged
- Staff mentoring
- Job descriptions include PCS
- Support and Feedback provided
The roles and responsibilities of staff at all levels

✓ All staff working together
✓ There is a clear understanding of what PCS is
✓ Staff continue to receive training
✓ Orientations for new staff include PCS
✓ Staff have practice opportunities and peer support
✓ Champions motivate and encourage
Nutrition Educator Skills

The skills and training nutrition educators need to effectively implement PCS

✓ Ongoing training
✓ Supervisor support
✓ Peer support which encourages each nutrition educator to develop and enhance PCS skills e.g. OARS (open ended questions, affirming, reflecting, and summarizing) and client goal setting
WIC Listens=PCE Training Modules
Developed by Oregon and Arizona WIC for the Western Region

Introduction to PCE
Module 1  What Motivates People to Change?
Module 2  The Spirit of PCE
Module 3  Opening the Conversation
Module 4  Active Listening - O.A.R.S
Module 5  Roadblocks to Listening
Module 6  Moving from Assessment to Counseling
Module 7  Providing Advice: Offering Nutrition Education
Module 8  Rolling with Resistance
Module 9  Next Steps

CD  Given out at Spring 2011 Training Meeting.
Cultural Competency

Provide services to a diverse population

✓ Understands cultural and linguistic differences
✓ Uses interpreters effectively
Materials Support PCS

Nutrition Education Materials provided enhance participant’s efforts and support nutrition educator’s efforts
PCS shifts WIC services to…

Promoting WIC families’ Healthy nutrition behaviors
What Does PCS Actually Look Like?
With PCS we are creating conversations that are:

▲ Personalized
▲ Collaborative – partnership
▲ Positive
▲ Non-judgmental
▲ Safe

▲ Conversations that inspire positive outcomes
  – Build people up
  – Give confidence
  – Lead towards success
Tools for PCS Conversations

▲ Active listening
▲ Silence
▲ Open-ended questions
▲ Affirmations
▲ Probing
▲ Reflective listening
▲ Asking Permission
▲ Summarizing
<table>
<thead>
<tr>
<th>PCS SKILLS OBSERVATIONS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opens conversation warmly</td>
<td>Used skill</td>
</tr>
<tr>
<td>Asks open ended questions</td>
<td>Used skill</td>
</tr>
<tr>
<td>Actively listens- listens with presence</td>
<td>Used skill</td>
</tr>
<tr>
<td>Affirms</td>
<td>Used skill</td>
</tr>
<tr>
<td>Uses reflections</td>
<td>Used skill</td>
</tr>
<tr>
<td>Probes to clarify information</td>
<td>Used skill</td>
</tr>
<tr>
<td>Allows silence</td>
<td>Used skill</td>
</tr>
<tr>
<td>Asks permission</td>
<td>Used skill</td>
</tr>
<tr>
<td>Summarizes</td>
<td>Used skill</td>
</tr>
</tbody>
</table>
What is a Circle Chart?
Agenda Setting

▲ What will you focus on from all the information?
▲ Listen for hot topics during the conversation
▲ Ask the person
▲ Offer choices
▲ Use statements, questions, affirmations
PCS Champions and Mentors!
What is a ‘Champion’?
Western Region Training Consortium Mentoring Training Workgroup Champion Definitions

Promoter of PCS; peer to peer supporter of colleagues as they work on acquiring and developing new skills; free-spirited and flowing approach to working with peers; as their skills develop, a champion may eventually become a mentor.
Western Region Training Consortium
Mentoring Training Workgroup
Mentor Definition

Someone who is experienced and skilled in a particular subject areas and/or skill-set (someone that is usually considered an expert) that guides and supports a novice that is striving to obtain and apply new subject knowledge and/or set of skills; typically an organized/structured approach to working with mentees.
Key for Successful & Lasting PCS Implementation
The Art of Observing

▲ What are the types of things we are looking for?
▲ What are the skills staff use with participants?
PCS: The Environment

A new component.
PCE Tool Kit-available for loan from State office

▲ PCE Model Narrative
▲ PCE Video
▲ PCE Resource Guide
▲ Two Literature Reviews
▲ PCE Self-Assessment Tools