

WIC Connector Training

Spokane

Olympia

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Participant Copy

November 2011





WIC Connector Training Materials

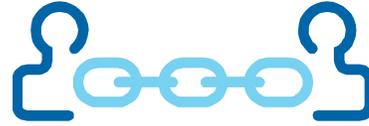
In order for WIC Connects to become the normal way of doing business and to sustain long term changes, a person in the clinic is needed to facilitate learning and change. This person is the WIC Connector. At the WIC Connects Training each WIC Connector will be provided the tools to extend their knowledge and understanding of WIC Connects, learn about their role as a WIC Connector, and participate in skill building practice activities.

Objectives:

By the end of this session staff will have:

- Defined their role as a WIC Connector in their agency
- Explored change and what it means in their setting
- Identified strategies to create an encouraging and supportive environment
- Listed ways to connect, create, and maintain spirit
- Reviewed steps for and practiced using strength based feedback
- Identified a plan for working with other Connectors and with the State staff

Section 1



Welcome and Introductions

Agenda

Welcome & Introductions

Visioning Activity

Define your role as a WIC Connector

Break

Role #1 – Be a Champion for change

Working lunch –What are your 3 words?

Role #2 - Keep the “spirit” alive

Role #3 – Support staff observations and provide positive feedback

Break

Role #4 – Facilitating opportunities for growth

Review the training and coaching plans

Developing a plan for your agency

Adjourn

Housekeeping and ground rules

Agree to common ground rules for day/parking lot

Hear housekeeping details

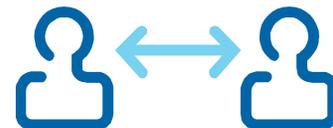
Ice-breaker activity

Break into groups of 4, and share your name, agency, and role(s) and **ONE THING THAT IS UNIQUE ABOUT YOU**.

We will **hear** a sample.

WIC Connectors – Why are you here?

Hear a discussion about WIC Connects.



WIC Connectors – Why you are here?

Hear and see how WIC is changing.

Jot down your notes:

Section 2

Visioning Activity

You are all here as our partners in each local agency to help make Washington WIC Connects a reality for every staff person!

Make yourself comfortable, relax, and close your eyes.....What will Washington WIC look like in one year?

ACTIVITY (part 1)

- **Pair** up with a partner; **decide** who will share their vision and who will listen.
- The person sharing their vision will have 2 minutes to **describe** to the listener what their clinic would look and feel like.
- We invite the listener to use reflections as you **listen** to the speaker to **explore** and get more information, but don't offer personal opinions.

SWITCH ROLES!

ACTIVITY (part 2)

Consider the vision you just shared with a partner. Individually **draw** or **symbolize** what your clinic will look, sound, and/or feel like after your staff will **have been using WIC Connects for a year**. I will call time after 5 minutes.

ACTIVITY (part 3)

Take a minute to write down answers to both of the questions listed below and on your handout. Save your handout, we'll be coming back to this later in the training.

- What are your agency's strengths that will help you achieve your vision?
- What do you need in order to achieve your vision?

Let's hear from you!

WIC Connects Vision

1. What are your agency's strengths that will help you achieve your vision?

2. What do you need in order to achieve your vision?

Section 3

Defining your role as a WIC Connector

The WIC Connector plays a key role in bringing WIC Connects to the clinic.

ACTIVITY

In your table group:

1. **Read** this handout and **circle** something that stands out to you.
2. Spend 4 minutes **answering** these questions:
 - What have you heard about being a WIC Connector?
 - What, if anything is different?
 - Of the differences, is there anything that you would add that is not on the handout?

→ We will **record** your ideas on a flip chart.

NOT the Role of the WIC Connector:

- Not expected to be an expert
- Not expected to train everyone
- Not responsible for everyone learning WIC Connects skills
- Not responsible for everyone embracing this change or changing



ACTIVITY

At the bottom of the handout is a place to write - *What I bring to my role:*

Take a couple of minutes to think about what that is, add it to your handout, and we will hear a sample.



The WIC CONNECTOR

The WIC Connector keeps the WIC Connects spirit alive!

Definition:

The WIC Connector is:

- The contact to the state WIC office for WIC Connects' activities
- A passionate supporter of WIC Connects one-to-one
- Committed to helping clinic staff strengthen participant-centered skills
- Interested in creating a clinic where the participant is at the center of every WIC interaction. Where staff supports participants to make healthy choices by helping to explore their unique strengths, values, and motivation.

Role:

- Be a champion for change
- Keep the spirit alive
- Support staff observations and provide positive feedback
- Facilitate opportunities for growth

Activities:

- Keeps the spirit and energy of WIC Connects one-to-one alive
- Leads activities at staff meetings (the State WIC office provides skill building activities)
- Participates in routine calls and/or meetings that state staff provide
- Schedule and participate in staff observations and provide positive feedback and support

What I bring to my role:

Note: Anticipate Connector work will take 3-4 hours per month

Section 4

Role #1 - Be a Champion for Change

Change is the only constant.— Heraclitus, Greek philosopher

It's not the progress I mind, it's the change I don't like. —Mark Twain

Picture:

<http://photos1.blogger.com/blogger/5639/2020/1600/people2.jpg>

Video:

http://www.smokefreewashington.com/protect_your_loved_ones/dear_me.php?vid=robert_s_mall.flv&name=Robert#video

ACTIVITY

Please meet with others in your number group. **Read** the description about what it **means** to champion for change. Discuss what this **looks** like as Connectors. Use the flip chart page as a graffiti wall to **capture** your ideas. We have 5 minutes.

- * **A champion lives in the future, not the present.**

- * **A champion is fueled by passion, and inspires passion in others.**

- * **A champion is self-motivated.**

- * **A champion understands and accepts people.**

A few words about change. . .

It is easy to change the things that nobody cares about. It becomes difficult when you start to change the things that people do care about—or when they start to care about the things that you are changing. Lorenzi and Riley

Following is an excerpt from the book, Motivational Interviewing in Health Care, by William Miller & Stephen Rollnick.

There is something in human nature that resists being coerced and told what to do. Ironically, it is acknowledging the other’s right and freedom not to change that sometimes makes change possible.

Following is another excerpt from Motivational Interviewing in Health Care.

People who enter helping professions often have a powerful desire to set things right, to heal, to prevent harm and promote well-being. When seeing someone headed down the wrong path, they will usually want to get in front of the person and say, “Stop! Turn back! There is a better way!” . . . Given this motivation, the urge to correct another’s course often becomes automatic, almost reflexive.

Reflections

A reflection is a brief response that lets the speaker know you’ve been listening and helps you check your understanding of what is being said or the emotion behind it.

Simple reflections

- ❖ Repeating or rephrasing what the person says in similar words

Deeper reflections

- ❖ Paraphrasing: making a guess to the unspoken meaning
- ❖ Reflecting a feeling: a paraphrase that emphasizes the emotional dimension through feeling statements

To develop deeper reflections, ask yourself these questions:

- What do I think she means?
- Why might this be important to him?
- What might she be feeling about this?
- What might she be trying to say that isn’t coming out?

Forming reflections:

"It sounds like you..."

"You're feeling..."

"You feel that...."

"So you...."

ACTIVITY

Line Dance

1. Break into 2 groups.
2. Form 2 lines, each standing facing the other.
3. Line 1, read your statement to the person standing across from you.
4. Line 2, reflect with one simple reflection.
5. Line 1, read your statement again.
6. Line 2, offer a deeper reflection.
7. Line 1, read your statement one last time.
8. Line 2, reflect with a deeper reflection.
9. Try to vary the type of deeper reflection you use.
10. When you hear the music, Line 1, shift your line to the right.
11. After 7 minutes, we'll switch and line 2 will read statements and shift the line.

Bibliography

Heath, D. H. (2011, January 12). Why Emotion, Not Knowledge, Is the Champion for Change. *Fast Company* .

Stephen Rollnick, W. R. (2008). *Motivational Interviewing in Health Care*. New York, NY: Guilford Press.

Stevenson, D. (2008, April 14). *Toolbox.com*. Retrieved October 8, 2011, from Blog.

Lunch Time Activity

Think about WIC Connects and the skills we are learning for better communication and positive relationships to **inspire** change.

What 3 words best describe what WIC Connects means to you?

- Your words could be a short phrase.

For example: “Good to great.” or “Curious about you.”

- Your words could be 3 separate words that describe WIC Connects for you.

Here’s a sample: “Hope, Bond, Flexibility.”

We invite you to bring this activity to your clinic!

See the Energizers tab for *Your 3 Words Instructions*.

Section 5

Role #2 - Keeping the “spirit” alive

As a champion for change, **you** will be the person in the clinic that keeps the spirit alive, inspires enthusiasm, and maintains the focus around WIC Connects.

At the state WIC office we have a group called the WIC Connects Champions. The Champions are state staff that are doing a similar role as the Connectors –only at the state office. Some ideas that the Champions have used are:

- Sharing skill building activities at meetings
 - Sending short emails that share a new idea, story, or skill
 - Putting posters in the lunch room for staff to post comments, ideas, or share a time when using OARS made a difference
- ✓ **Receive** a fun *Spirit* activity to take with you for your staff.

Watch a video. We will answer this question as a group:

- What did you **see** or **hear** in the video that translates to you and your role as a WIC Connector in keeping the spirit alive?

Section 6

Role #3 – Support staff observations and provide positive feedback

Research has shown that **strength based feedback** helps keep staff motivated, focused and working toward improved performance.

Why do observations? What are the benefits for doing staff observations?

Let's look at a few reasons we identified.

Staff observations:

- Provide a learning opportunity for **both** the staff person observing and the person being observed.
- Give the staff person being observed an **opportunity** to reflect on using WIC Connects skills with clients (explore thoughts, feelings, experience).
- Give the staff person observing the chance to **practice** providing positive feedback using WIC Connects skills.
- Help staff to keep **exploring** different ways to use WIC Connects skills with clients and with each other.
- Help keep staff **focused** and practicing new skills.

The more observations we experience, the more opportunities we have to learn and practice these new skills.

So what will the observations and feedback look like? You will see and hear a role play of a portion of a certification and how a Connector observes and provides feedback after the participant leaves. We will hear your comments and thoughts after the role play.

Let's hear from you!

What did see and hear?

What are your thoughts about doing staff observations and feedback?

Let's review the Conducting Staff Observations Checklist.

The goal of doing staff observations is very important. We want staff to have a **positive** experience. We want staff to be motivated to practice WIC Connects skills, feel proud of the good job they are doing and even, have **fun!**

This is not an evaluation. It is all about providing more **support** to staff as they grow their WIC Connect skills.

More Tips for Conducting Staff Observations:

Getting Started:

1. **Schedule** 5 – 10 minutes after the participant appointment time to have time for discussion.
 - If difficult to schedule extra time or if staff are already scheduled, you can still do an observation and find time later in the day to debrief. Be sure to find time to share positive and timely feedback.
2. Before the participant is seen, take some time to establish **rapport** with the staff person you will be observing. Ask a couple open-ended questions to show interest in her.
 - Set the agenda including explaining the purpose of the observation: explanation may sound like:
 - *“I am here to support you and to get ideas from you. This is not an evaluation. I know we will both be learning today. I will be practicing my WIC Connects skills as I share my observations and feedback.”*
 - Make sure the staff person knows that you are observing to **support** them and get ideas, not to evaluate their performance.
3. Tell the staff person that you are taking notes for your own use, so you can remember and share **helpful information**. Use the *Counseling Observation Guide* found in the Connector Tools tab in your notebook to jot down your notes.
4. **Assure** staff person that all information about the visit will be kept confidential. You will not be sharing any observations, information heard or discussed with anyone. This includes the staff person's supervisor.
5. Choose a seat out of the way, preferably where you can see the staff person and the participant.



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While observing:

1. Observe the staff and participant interaction. **Listen and watch** for WIC Connects skills and specifically what the staff person said she was working on.
2. Write **quotes** of what you hear the staff person and the participant say to help you share specific comments. Use the Counseling Observation Guide to take notes and write affirmations for the staff person.
3. Create and maintain a **safe and supportive environment**.
4. **Watch** the participant too. Share any positive things you see from the participant. (Mom is attentive/interested, she feels good when affirmed, etc.)

Providing positive feedback:

1. Once participant has left, find something to **affirm** the staff person. Examples may include:
 - *“You really got the conversation off to a good start.”*
 - *“You did a nice job handling those kids.”*
 - *“You easily connected with that participant.”*
2. **Ask** open-ended questions to help the staff person explore her feelings and thoughts about the participant interaction.
 - If the WIC staff person asks you how they did, ask them how they felt it went or reflect any concerns.
 - Use your own voice; make the questions suit your conversational style.
3. **Reflect** the staff person’s response to encourage further exploration.
4. If the staff person doesn’t come up with anything positive when asked how it went, point out what you observed that went **well**.
5. Allow staff to identify the areas **they** want to make changes. Remember: People are generally better persuaded by what they themselves say than by what others say to them.
6. Ask **permission** to share observations and feedback, *“Would you like to hear my feedback?”*
 - *“Here are some examples of things I heard you say.....”*

7. Share **affirmations** throughout the discussion with the staff person.
 - Be genuine and specific.
 - Affirm skills the staff person is already using.
 - Stay focused on what went well. This is a great opportunity to affirm staff efforts and skills that she is already using.

8. Provide **positive** feedback
 - Be clear, succinct, and specific: “Specifically, I noticed...”
 - Share 2 – 3 things you noticed. Avoid feedback overload.
 - Focus on specific behaviors rather than personality.
 - Let go of assumptions. Share what you see without judgment.
 - If staff ask for ideas, share them using phrases like: “How about.....”, “Some staff have found _____ helpful.”
 - Avoid restrictive language like: “you should”, “don’t”, “you are supposed to”

9. Ask the staff person her **thoughts** about the observation/ feedback. Examples may include:
 - “What do you think about my observations?”, “What are your thoughts about what I have shared?”

Closing the discussion:

1. **Thank** the staff person for her willingness to be observed and receive feedback.

2. **Share** an affirmation to highlight something from the appointment or something special about the person’s style.

3. **Ask** if there are other ways you can help or other support needed? Examples may include:
 - “What kind of support could you use in the future?”
 - “How can I help?”
 - “Is there anything you would like me to share with the state WIC staff?”

Let’s look at the *Counseling Observation Guide* - this tool is used to help guide your observation and provides a place to jot down your notes. When the observation is completed you can share this tool with staff.

ACTIVITY

Observation Activity – Practice observing and providing positive feedback

- Divide into groups of 3: WIC participant, WIC staff, and WIC Connector
- The Connector sets agenda with the certifier (purpose, finds out what certifier is working on, etc.)
- The certifier can use one of the circle charts provided and ask participant if she wants to talk about one of the topics or has a different topic she wants to discuss.
- The certifier will be finishing the assessment questions and transitioning to a brief nutrition discussion with the client. For the purposes of this activity, the discussion will last about 5 minutes.
- The Connector observes the session and takes notes on the Counseling Observation Guide provided.
- Following the brief nutrition discussion, the Connector will ask the certifier some questions and share what she observed and heard. She shares positive feedback and affirms the certifier.
- Switch roles and repeat until each person has played each role.

SWITCH ROLES!

What challenges or concerns do you have for doing staff observations and feedback?

What do you need to help you prepare for staff observations?

Where do we go from here?

1. We will be sending a memo and materials to your coordinator about Connectors doing observations and providing feedback. You will also receive a copy.
2. Talk with your coordinator about doing staff observations and make a plan for your agency.
3. We invite you to do at least one observation with a staff person, prior to the January regional call. We want to hear about your experience and thoughts on the call.

Believe you can and you're halfway there.
Theodore Roosevelt

Section 7

Role #4 - Facilitating opportunities for growth

For most people it is easier to grow and change if they have time and **practice**.

Creating new habits takes conscious, repeated **effort**. You need to become conscious about reinforcing the new habit, and then do it over and over until it becomes the new default path. However, an even more important detail for being successful with change is breaking things down into attainable small steps, so the change doesn't seem so overwhelming.

An **Energizer**:

- Is a 20-30 minute activity.
- focuses on a specific skill.
- will be lead by the Connector.
- will be available on the WIC Website.
- will look very similar to the Energizer you see today.

Before sharing the Energizer you may find the following guidelines helpful:

- Prior to beginning, have staff agree upon **ground rules**, such as
 - Add ideas to flip chart
 - No side conversations,
 - Show respect towards others' ideas
- **Guide the discussion**: allow everyone to get a chance to speak.
- **Encourage participation**: focus on person speaking, if person speaks too softly, repeat the question/comments.
- **Clarify**: ask for more information about the statement, if needed.
- **Summarize**: provide overall thoughts/ideas.
- **Have fun!**

If you're interested in learning more about facilitation, there are other helpful guidelines in your notebook under the Other Resources tab.

ACTIVITY

You will **see and hear** the Energizer as it is being lead by the trainers. Please join in the activity as a **participant**.

As you think about **sharing** this Energizer with your clinic staff, what questions do you have?

What do you **like** about the activity?

On a scale of 1-10, one being not comfortable and 10 being very comfortable, **rate** where you are today.

Pair up and **share** with the person next to you why you choose that number. Share what it would take to move you **one** number higher.

Section 8

Reviewing the training and coaching plans

To support communication and connection:

- WIC Connectors' Calendar
- Regional connector conference calls
 - January 24: Spokane (9-10) and Olympia (1-2)
 - January 25: Yakima (9-10) and Seattle (1-2)
 - March 27/28
 - May 22/23
 - July 24/25
 - September 25/26

October – State Seminar

- During these calls we **invite** you to share feedback – to **express** your concerns, **share** successes, and **update** us on staff needs. We want to **hear** how the Energizers are working and how staff observations are going.

By the January call:

- **observe** at least one staff person
- **share** the Energizer
- State staff will also visit your clinic to provide support. We will schedule those visits through you.

How does this sound to you? What are your thoughts and questions?

Section 9

Developing a plan for your agency

To get an individualized plan for your clinics, we want to hear your ideas too. Each of the topics we have discussed today are listed below. I will assign table numbers to each of the statements and you will have 4 minutes to talk about your assigned topic. Assign a person to record and report. We will hear from a reporter from each table.

1. Tell us: Why are we doing WIC Connects?
2. Tell us: What is a WIC Connector?
3. Tell us: What will you change?
4. Tell us: What you are going to be doing with WIC Connects when you get back?
5. Talk to the rest of the group about comments we had when we learned more about reflections and what other clinic staff might say to you. For example, *I am too busy to do WIC Connects.*
6. Tell us about ways you are going to keep up the spirit? What ideas do you have?
7. Tell us more about observations. What will they look like?
8. Tell us: What are the steps to lead an energizer when you get back? What are your ideas about leading Energizers?

MY PLAN

1. My answer to: Why are we doing WIC Connects?
2. My answer to: What is a WIC Connector?
3. What I will change
4. What I plan to do when I get back related to WIC Connects?
5. Reflections I can use with staff about WIC Connects
6. My ideas to create spirit
7. My ideas for observations and positive feedback
8. My ideas for leading an Energizer



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