

# ***Loving Support*© Through Peer Counseling: A Journey Together**

## **Training Facilitator Guide**

Welcome to “*Loving Support*© Through Peer Counseling: A Journey Together.” The USDA Food and Nutrition Service (FNS) developed this training program to assist State and local agencies with implementing successful, sustainable peer counseling programs that give participants in the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) the support they need to reach their breastfeeding goals.

### **Curriculum Overview**

The training curricula update the 2004 FNS project, “Using *Loving Support* to Implement Best Practices in Peer Counseling,” which included two training curricula: “Using *Loving Support* to Manage Peer Counseling Programs” and “*Loving Support* Through Peer Counselors.” This updated training curricula, “*Loving Support*© Through Peer Counseling: A Journey Together,” includes current science in breastfeeding management and best practices among successful peer counseling programs in WIC. Train the trainer events were conducted for State agencies in each of the seven USDA geographic regions in the Fall of 2011.

The project includes curricula for two different target groups.

### **For Program Managers**

“*Loving Support*© Through Peer Counseling: A Journey Together – FOR WIC MANAGERS” is based on the “FNS *Loving Support*© Model for Successful Peer Counseling Programs,” with specific guidance on program components that contribute to effective, sustainable peer counseling programs. The curriculum includes 10 sections and numerous reproducible tools that can be tailored to fit State and local agency needs.

Section	Title	Key Topics Addressed
1	Project Overview	<ul style="list-style-type: none"><li>▪ Vision for peer counseling in WIC</li><li>▪ Overview of the training curricula</li></ul>
2	Peer Counseling: Making a Difference for WIC Families	<ul style="list-style-type: none"><li>▪ How peer counseling programs increase breastfeeding rates among WIC participants</li><li>▪ Research with peer counseling programs</li></ul>

3	Program Planning	<ul style="list-style-type: none"> <li>▪ Role of the State and local office</li> <li>▪ Conducting program assessment</li> <li>▪ Engaging community partners</li> <li>▪ Budget and allowable costs</li> <li>▪ Tracking program success</li> </ul>
4	Program Development and Implementation	<ul style="list-style-type: none"> <li>▪ Gaining local clinic buy-in and support</li> <li>▪ Creating a breastfeeding-friendly WIC clinic</li> <li>▪ Clinic policies that support peer counseling success</li> </ul>
5	Staffing Considerations	<ul style="list-style-type: none"> <li>▪ Definition of a peer counselor</li> <li>▪ Qualities of the ideal peer counselor</li> <li>▪ Recruitment strategies</li> <li>▪ Career ladder for peer counselors</li> </ul>
6	Scope of Practice	<ul style="list-style-type: none"> <li>▪ Scope of practice for peer counselors</li> <li>▪ Limitations of peer counselors</li> <li>▪ Making contacts</li> <li>▪ Documentation</li> <li>▪ “Yield” concept</li> <li>▪ Job descriptions for other levels of staffing</li> </ul>
7	Practice Settings for Peer Counselors	<ul style="list-style-type: none"> <li>▪ Phone counseling and managing 24/7 availability</li> <li>▪ WIC clinic education</li> <li>▪ Facilitating peer counselors in hospital settings</li> <li>▪ Home visits</li> <li>▪ Classes and support group meetings</li> </ul>
8	Training Peer Counselors	<ul style="list-style-type: none"> <li>▪ Options for training peer counselors</li> <li>▪ Ongoing training opportunities</li> <li>▪ Observations and shadowing opportunities</li> </ul>
9	Mentoring and Supervising Peer Counselors	<ul style="list-style-type: none"> <li>▪ Mentoring peer counselors</li> <li>▪ Building supervisory skills</li> <li>▪ Troubleshooting common supervisory challenges</li> </ul>
10	Retaining Peer Counselors	<ul style="list-style-type: none"> <li>▪ Why peer counselors leave</li> <li>▪ Strategies for improving retention</li> <li>▪ Celebrating successes</li> </ul>

## For Peer Counselors

“*Loving Support*© Through Peer Counseling: A Journey Together – FOR PEER COUNSELORS” has been redesigned with new evidence-based breastfeeding strategies, new activities, and innovative teaching strategies designed to encourage interactive learning. The curriculum is divided into four major sections and 12 total flexible modules, plus an optional module on providing WIC peer counseling services in other settings such as hospitals, home visits, classes, and support groups.

Section	Title	Key Topics Addressed
<b>Section 1</b>	<b>The WIC Peer Counseling Program</b>	
Module 1	Becoming a WIC Peer Counselor	<ul style="list-style-type: none"> <li>▪ Role of the peer counselor in the WIC Program</li> <li>▪ How peer counselors make a difference</li> <li>▪ Basic job responsibilities of peer counselors</li> <li>▪ Typical day for a peer counselor</li> </ul>
Module 2	Helping Moms say YES to Breastfeeding!	<ul style="list-style-type: none"> <li>▪ Reasons to breastfeed for both babies and moms</li> <li>▪ Components of human milk</li> <li>▪ How human milk differs from infant formula</li> <li>▪ How WIC supports breastfeeding mothers</li> <li>▪ Role of the peer counselor as part of the WIC “Circle of Care” for new families</li> </ul>
<b>Section 2</b>	<b>Counseling and Communication Skills</b>	
Module 3	Helping Moms Overcome Common Barriers	<ul style="list-style-type: none"> <li>▪ Addressing common barriers to breastfeeding</li> <li>▪ Making the infant feeding decision</li> <li>▪ Encouraging families members to provide support</li> <li>▪ Myths and facts about breastfeeding</li> <li>▪ Exceptions to breastfeeding</li> </ul>
Module 4	How to Talk with Moms About Breastfeeding	<ul style="list-style-type: none"> <li>▪ Participant-focused counseling techniques</li> <li>▪ Connection before content (establishing rapport)</li> <li>▪ 3-Step counseling strategy</li> <li>▪ Assessing a mother’s readiness to change</li> <li>▪ Dealing with participants who are resistant or difficult to counsel</li> <li>▪ Multi-cultural awareness and sensitivity</li> <li>▪ Handling misinformation given to mothers</li> </ul>
Module 5	Ways to Reach New Moms	<ul style="list-style-type: none"> <li>▪ Maintaining client confidentiality</li> <li>▪ Documenting contacts</li> <li>▪ In-person visits in WIC clinics</li> <li>▪ Effective telephone skills and use of cell phones</li> <li>▪ Using social and electronic media</li> </ul>

<b>Section</b>	<b>Title</b>	<b>Key Topics Addressed</b>
<b>Section 3</b>	<b>Getting Started with Breastfeeding</b>	
Module 6	Encouraging Exclusive Breastfeeding	<ul style="list-style-type: none"> <li>▪ Why WIC promotes exclusive breastfeeding</li> <li>▪ Why breastfeeding mothers begin infant formula feeding</li> <li>▪ Barriers to breastfeeding exclusively</li> <li>▪ How the breast makes milk</li> <li>▪ Factors that impact milk production</li> <li>▪ Helping mothers gain confidence in their ability to make milk</li> </ul>
Module 7	Supporting New Breastfeeding Moms	<ul style="list-style-type: none"> <li>▪ The important first hour after baby's birth</li> <li>▪ Skin-to-skin contact</li> <li>▪ Baby-led breastfeeding</li> <li>▪ Laid-back breastfeeding</li> <li>▪ Assessing positioning and latch</li> <li>▪ How to know baby is getting enough</li> <li>▪ Early practices that support breastfeeding</li> </ul>
Module 8	Helping Moms When Things Don't Go as Planned	<ul style="list-style-type: none"> <li>▪ Preventing and managing common maternal concerns such as sore nipples, engorgement, plugged ducts, mastitis, and low milk production</li> <li>▪ Addressing infant concerns such as jaundice, weight loss, reflux, fussiness, and high appetite periods</li> <li>▪ When to yield</li> </ul>
<b>Section 4</b>	<b>Talking with Mothers About Breastfeeding</b>	
Module 9	Talking with Pregnant Women About Breastfeeding	<ul style="list-style-type: none"> <li>▪ Stages of pregnancy</li> <li>▪ Talking with pregnant women about breastfeeding</li> <li>▪ Preparing for breastfeeding</li> <li>▪ Dealing with loss</li> </ul>
Module 10	Talking with Mothers About Breastfeeding in the First Month	<ul style="list-style-type: none"> <li>▪ Recovery from childbirth</li> <li>▪ Dealing with emotional challenges</li> <li>▪ Understanding the secrets of baby behavior</li> <li>▪ Practices that support breastfeeding</li> <li>▪ Normal infant feeding and stooling patterns</li> </ul>
Module 11	Talking with Mothers About Breastfeeding When Baby Grows	<ul style="list-style-type: none"> <li>▪ Growth patterns and appetite spurts</li> <li>▪ Working breastfeeding into a busy life</li> <li>▪ Introducing solid foods</li> <li>▪ Teething</li> <li>▪ Weaning</li> </ul>
Module 12	Talking with Mothers About Breastfeeding When Mother and Baby Are Separated	<ul style="list-style-type: none"> <li>▪ Preterm infants</li> <li>▪ Sick infants and mothers</li> <li>▪ Returning to work/school</li> <li>▪ Occasional outings</li> <li>▪ Expressing and storing human milk</li> </ul>

Section	Title	Key Topics Addressed
Optional Module 13	Providing Peer Counseling Services in Other Settings	<ul style="list-style-type: none"> <li>▪ Working in the hospital setting</li> <li>▪ Providing support groups</li> <li>▪ Tips for teaching classes with new moms</li> </ul>

## About the Theme: A Journey Together

The curriculum theme is “A Journey Together,” reminding both staff and peer counselors that helping WIC moms breastfeed and the peer counseling program is a rewarding journey to anticipate and enjoy.

**For Peer Counselors:** The job will be a new experience, somewhat like taking a trip to a new place for the first time. Many peer counselors have limited work experience, particularly in professional or health care fields, yet through the process of training, mentoring, and counseling mothers peer counselors will embark on an exciting journey of building new skills that will affect them forever.

**For WIC Moms:** Their personal breastfeeding journey is enhanced when they have the education and support to help them reach the destination they have in mind. Their peer counselor journey alongside them as their partners, helping them grow confidence and skills along the path.

**For WIC agency staff:** Implementing a peer counseling program will be its own journey for staff and program managers. WIC staff become partners with peer counselors in that journey, supporting them and making the preparations and positive practices that ensures a successful outcome—WIC moms initiating and continuing breastfeeding.

The journey theme provides many opportunities for trainers to create a fun learning environment, with activities and visuals that help peer counselors remember key teaching points by linking them to experiences and visual analogies that are familiar to them. The cover resembles a photo album or scrapbook to chronicle that journey, and numerous activities and visuals are incorporated to play out the theme in fun and memorable ways.

## Format of the Modules

Each module provides detailed instructions and teaching options. Facilitator notes include an overview section with:

- Core competencies and learning objectives
- Short description of the module with key topics addressed
- Handouts and worksheets used
- Activities with materials needed to teach each one
- AV equipment needs

Facilitator notes also include a photo of the corresponding slide and detailed talking points. The level of detail provided is designed to give background information for the presenter. Facilitators are encouraged to reframe the talking points in their own words.

Facilitator notes also include detailed instructions for:

- Activities – with purpose, materials needed, time to allow, step-by-step instructions, points for discussion, and take-away messages to leave with the trainees. Numerous activities and options are provided so that trainers can select those that are most useful given their time constraints and the learning needs of trainees.
- Teaching Tips – options for demonstrations, videos, animations, discussion ideas, and options for using navigation options in the presentation.
- Make it Your Own – suggestions for ways to tailor the information to fit individual agency needs.

## Curriculum Materials

The curriculum package includes the following materials:

### For Training Managers

- Binder with tabbed dividers for each of the 10 sections.
- Detailed speaker notes.
- Handouts organized into sections that make it easy for program managers to reference.
- PowerPoint platform with slides and relevant videos.
- Memory stick with all materials loaded.
- Series of webinars that address the core messages of the curriculum, archived at the WIC Works Resource System.

### For Trainers of Peer Counselors

- Binder with tabbed dividers for each of the four sections and 12 modules.
- Detailed speaker notes.
- Handouts organized by module for easy reference.
- PowerPoint platform with slides and relevant videos, animations, picture stories, and other training resources.
- YouTube™ videos and podcasts developed for the program and posted at WIC Works.
- “Facilitator Prompts” with brief key messages, handouts, activities, and navigation options for each slide.
- Memory stick with all materials loaded.
- Copy of *Breastfeeding: A Parent’s Guide* by Amy Spangler.

### For Peer Counselors

- Peer Counselor Handbook – with a summary of key messages for each module. Peer counselors can review the handbook before the training, or afterwards for reinforcement and reference.
- Passport to Success – a skills checklist for peer counselors to track their progress in learning new skills.

## **Training Materials**

- Training guide.
- Set of six posters featuring the theme and key messages.
- Certificates of attendance for continuing education.
- Nametags.
- Writing pens.

## **The Interactive, Relational Approach**

The peer counselor presentation program uses an innovative design approach that allows for flexible learning and strengthens the connection between the trainer and peer counselors to enhance learning and retention. The curriculum presentation platform is highly visual and provides flexible navigation options to allow presenters to quickly and easily move throughout the presentation platform to respond to specific questions, share videos or picture stories, access additional resources as needed, and to meet targeted individual learning needs of peer counselors. The approach complements the participant-focused approach in WIC by enabling peer counselor trainees to set learning priorities, and enhances learning through emotional triggers from photo images, picture stories, video, and audio.

### **Rationale**

With the advent of presentation software such as PowerPoint®, which is used by millions of people worldwide, a standard presentation paradigm became the norm for presenters. This standard approach includes rigid (linear) slides that move sequentially from topic to topic and do not change after the presentation is set up. It has multiple bullet-point text, and small or nonexistent photos. The subsequent “top-down” teaching approach puts the trainer in charge of the information. This approach quickly became the standard teaching mode, even though there is little if any research to support its effectiveness in improving retention and learning.<sup>1</sup>

The interactive, relational approach used for the peer counselor curriculum challenges that paradigm with its focus on two powerful evidence-based learning techniques:

1. Highly visual imagery.
2. Navigation that allows for interactive learning.

### **Visual Learning**

Research shows that the brain seems to process text both visually and verbally. Thus, slides heavy with bulleted text may conflict with the words a speaker says and actually cause participants to feel overwhelmed and lead to boredom. Photo images, on the other hand, are processed almost exclusively visually and therefore do not cause the same conflict. Photos can greatly enhance the learning experience. Large photos, in particular, capture attention and lead to better encoding of information.

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<sup>1</sup> Lane RA. (2007). Relational Presentation: A Visually Interactive Approach. Tuscon, AZ: Aspire Communications.

In one study, the eyes of participants shown a series of news articles were first drawn to photo imagery, starting with the largest images. Readers typically scanned three quarters or more of the pictures before turning their attention to the text.<sup>2</sup> In a related study, readers of news magazine articles were more likely to select and read articles that had photos.<sup>34</sup> What the brain processes visually has the power to help learners absorb and remember the information better. According to Paivio's dual Coding theory, the brain appears to have separate channels for visual and verbal information. Information presented both visually and verbally at the same time can produce superior results compared with presenting information in either format separately.<sup>5</sup> Hence, presenters who provide meaningful full-screen photos while verbally discussing the content enhance their ability to engage participants in the experience and create a more positive learning outcome.

Look at these slides to see the different impact that the visual slide has in capturing attention and conveying a message compared to a slide with bulleted text.

<h3 style="text-align: center;">Cesarean Section</h3> <ul style="list-style-type: none"><li>• Mothers may feel exhausted</li><li>• Dealing with pain can make it difficult to breastfeed</li><li>• Clutch position takes stress off the incision</li><li>• Moms may need help and support</li><li>• Yield the mom who has questions and concerns about her c-section</li></ul>	
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**SHOW THEM!**

The new language for powerful and meaningful presentations!

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<sup>2</sup> Garcia MR & Stark P. (1991). *Eyes on the News*. St. Petersburg, FL: Poynter Institute.

<sup>3</sup> Zillmann D, Knobloch S & Yu H. (2001). Effects of photographs on the selective reading of news reports. *Media Psychology*, 3:301-324.

<sup>4</sup> Knobloch S, Hastall M, Zillmann D & Callison C. (2003). Imagery effects on the selective reading of Internet news magazines. *Communication Research*, 30(1):3-29.

<sup>5</sup> Moreno R, Mayer R, Spires H & Lester J. (2001). The case for social agency in computer-based teaching: Do students learn more deeply when they interact with animated pedagogical agents? *Cognition and Instruction*, 19(2):177-213.

## Navigation that allows for interactive learning

Interaction is a critical part of most human communication and relationship building.<sup>6</sup> Whether immersed in a spontaneous childhood story, participating in a planning session with co-workers, or engaging a friend in café conversations, humans inherently feel a desire to connect with, and react to, other people. This helps us take in knowledge and make sense of our world.<sup>7</sup> This need does not go away simply because people are in a classroom or learning situation. Numerous studies show that interactive learning opportunities provided through face-to-face learning,<sup>8</sup> computer-based learning,<sup>9</sup> and website design<sup>10</sup> all contribute to enhanced learning and retention and enhance relationship building.<sup>11</sup>

The peer counseling training curriculum, “*Loving Support*© Through Peer Counseling: A Journey Together,” incorporates both of the innovative relational presentation components of powerful visual and interactive learning approaches. The curriculum allows trainers to adapt their message and teaching style to the needs, desires, and understandings of their audience.

## The Peer Counseling Presentation Platform

The innovative peer counseling platform includes the following key components which are pictured and explained in detail:

1. **One Idea Per Slide.** There is only one idea per slide in a large text title, rather than multiple teaching points that can cause learners to become overwhelmed and/or bored.
2. **Full Screen Photos.** Most slides have a full screen photo to engage trainees and help tell the story or explain the message visually. Often these photos evoke an emotion that helps the audience relate to the message. Photos are carefully cropped to draw the eye to the most important aspects of the photo.
3. **Stories.** Photos that *show* what you are explaining rather than merely being decoration are more powerful. Many of the slide images depict the main content message. In addition, **picture stories** (photos with audio stories) and **digital storytelling** (stories through video) are included

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<sup>6</sup> Burgoon JK, et al. (2000). Interactivity in human-computer interaction: A study of credibility, understanding, and influence. *Computers in human behavior*, 16(6):553-574.

<sup>7</sup> Lane (2007).

<sup>8</sup> Burgoon K, Buller DB & Floyd K.(2001). Does participation affect deception success? A test of the interactivity principle. *Human Communication Research*, 27:503-534.

<sup>9</sup> Bodemer D & Faust U. (2006). External and mental referencing of multiple representations. *Computers in Human Behavior*, 22:27-42.

<sup>10</sup> Chung H & Zhao X. (2004). Effects of perceived interactivity on Web site preference. *Journal of Computer-Mediated Communication*, 10(1):no pagination specified.

<sup>11</sup> Jo S & Kim Y. (2003). The effect of Web characteristics on relationship building: *Journal of Public Relations Research*, 15(3):199-223.

to allow peer counselors to relate to the experiences of real people. These methods have a powerful effect on learning.

4. **Single Platform.** All modules are linked together in a single presentation platform with hyperlinks that allow the presenter to quickly and easily move throughout the presentation as needed. A dashboard lists all modules, videos, picture stories, animations, and other components. At any time, the trainer can return to this dashboard quickly to move to other areas of the platform. In fact, trainers can potentially move to any slide in the entire platform with no more than three clicks.
5. **Navigation Panel.** Each slide has a navigation panel at the bottom to enable trainers to see at a glance what slides are included in the module. Slides can be shown or skipped depending on time constraints and relevance to the program.
6. **Separate Areas.** The presentation platform provides several separate sections with key teaching components that can be used as trainers desire. These separate areas include:
  - a. Videos that tell a story to explain key teaching points.
  - b. Picture Stories that use audio and photographs to tell a story.
  - c. Animations to reinforce key learning points.
  - d. Activities with photos that demonstrate the activities in use.
  - e. Quotes with comments from peer counselors, supervisors, and new moms.
  - f. Case studies with simple mom-stated questions or concerns that can be used for ongoing practice or discussion.
  - g. 3-Step Practice with additional practice opportunities.
  - h. Resources with screen shots of relevant websites that trainers may want to show peer counselors for ongoing learning.
  - i. Optional modules for additional teaching options.
7. **Interactive Learning Components.** Many of the slides are structured to allow peer counselors to indicate the topics they are most interested in discussing. This allows peer counselors to set the priorities for learning, enhancing their ability to remember information that is most relevant to them.

All components of the platform – PowerPoint slides, videos, audio sound bites, animations, etc., are linked together through hyperlinks in a single platform. The curriculum for managers, “Using *Loving Support*© to Manage Peer Counseling Programs,” is also linked directly to this platform to enable trainers of managers to quickly and easily visit the peer counselor side to access video sound bites and other components that can help answer questions or explain key concepts.

## Using the Presentation Platform

### Equipment and Software Needed

- PC laptop computer operating system: Windows Vista or Windows 7 (though Windows XP *may* work, depending on your computer).
- PC software: Microsoft Office Suite© 2007 or 2010 (preferred), which includes PowerPoint. *NOTE: the sophisticated navigation links, videos, and animations in the platform will not work properly with earlier versions.*
- Ability to play “WMV” video and “Flash” files.
- LCD (Liquid crystal display) projector to display PowerPoint.
- Computer speakers or audio sound system.
- “Air mouse” (preferred) with motion-sensing technology that allows a presenter to control the presentation anywhere in a room, with the mouse held in the air or on a solid surface (or standard wireless or wired external computer mouse that uses optic sensing and requires a surface).

### Tips for Using an “Air Mouse”

An “air mouse” gives the presenter great flexibility and freedom to control the platform’s navigation links, play video segments, and so forth, even while walking around the room during a presentation.

Using an air mouse takes practice. The following tips can help:

- Place the USB connector in the computer. Follow package directions for synchronizing the mouse with the computer. Be sure to fully charge the mouse the night before.
- Keep index finger pressed in on the “trigger” to move the cursor. Place your thumb over the mouse to left or right click on navigation buttons.
- Practice keeping the mouse at your side and gently moving your wrist instead of swinging your arm through the air. Subtle wrist movements control the computer’s cursor just as well, and are less distracting to the audience.
- Rest the mouse in the cradle when not in use (ex: during breaks) so the battery can recharge. Note that depending on your model, sometimes the mouse does not make good connection with the charge strips when placed in the cradle. Be sure it is actually charging.
- Become comfortable using the mouse in either hand so you can switch hands depending on where you are in relation to the presentation screen. If the screen is on your right while speaking, use the mouse in your right hand (and vice versa).

### Set up the presentation computer before the training.

It is best to have the computer that will be used for trainings ready to go well before the training event so the trainer can practice using the mouse to navigate through the presentation and. Training participants attending the Fall 2011 train-the-trainer events received a memory stick with the entire presentation loaded. The presentation platform can also be downloaded directly from the web link.

## Downloading the Platform:

To download the peer counselor training platform, visit this link:

<https://lovingsupport.fns.usda.gov/content/peer-counseling-training>

On the Web page that appears, right click the link labeled **FNS Peer Counselor Platform** and save the zipped folder it contains onto your computer. This folder is quite large—approximately 900 megabytes—and may take anywhere from 15 minutes to 3 hours to download, depending on your internet speed

After the folder is saved to your computer, you must unzip it for the contents to be useable (the links work properly only after the platform is unzipped). To unzip the folder, right click it and choose *Extract* from the menu options. An unzipped version of the folder should appear in the same area where you saved the original zipped folder. It is helpful to download the file to your desktop, and to extract the files directly to the desktop.

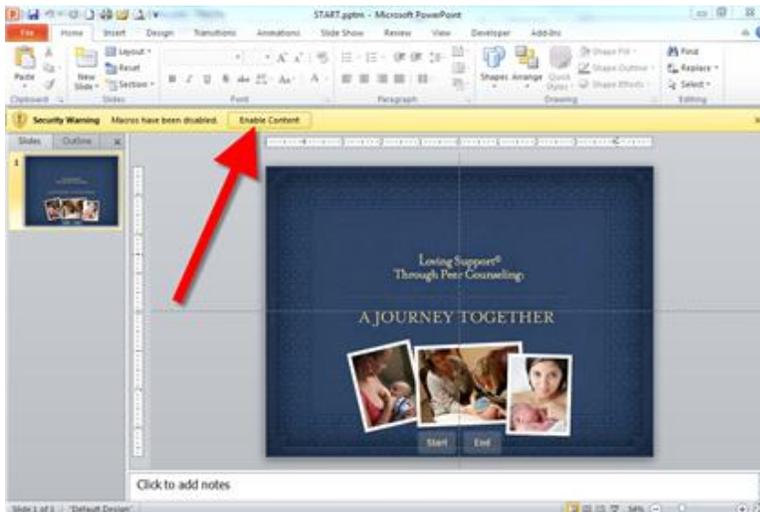


Figure 1

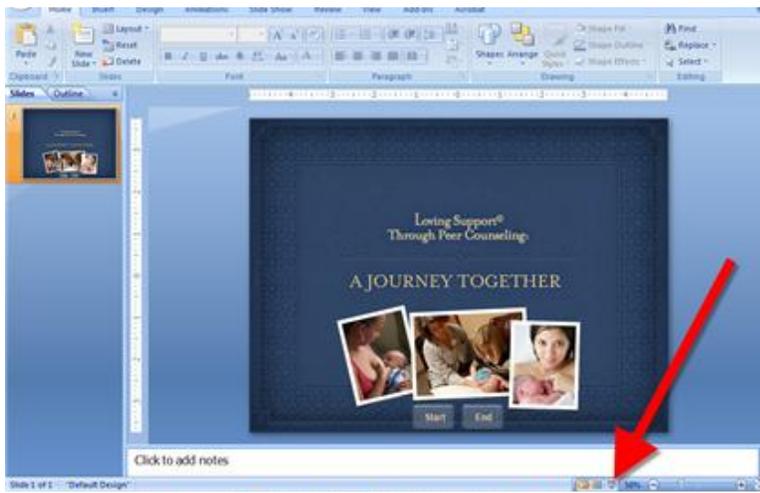


Figure 2

## Running the Show:

Double click this new folder to open it and then scroll down to find a PowerPoint file named **START.pptm**. Double click that file to open it in PowerPoint (Figure 1). Note: You must have PowerPoint 2007 or later installed on your computer. This presentation contains only one slide and is the only slide show you will ever physically open while using this training platform. All other associated slide shows open automatically via hyperlinks.

This START show contains a small module of computer code called a *Macro*. The code is safe and acts to shut down all open slide shows when you are finished presenting. To assure the code works properly, click the *Enable Macros* button (Figure 1, tip of arrow) after opening the show.

Start the slide show by clicking the little icon (Figure 2) on the bottom right side of your screen that

represents a projector screen. The dark blue background of the slide show should fill the entire screen and you now are ready to begin presenting (Figure 3).



Figure 3



Figure 4

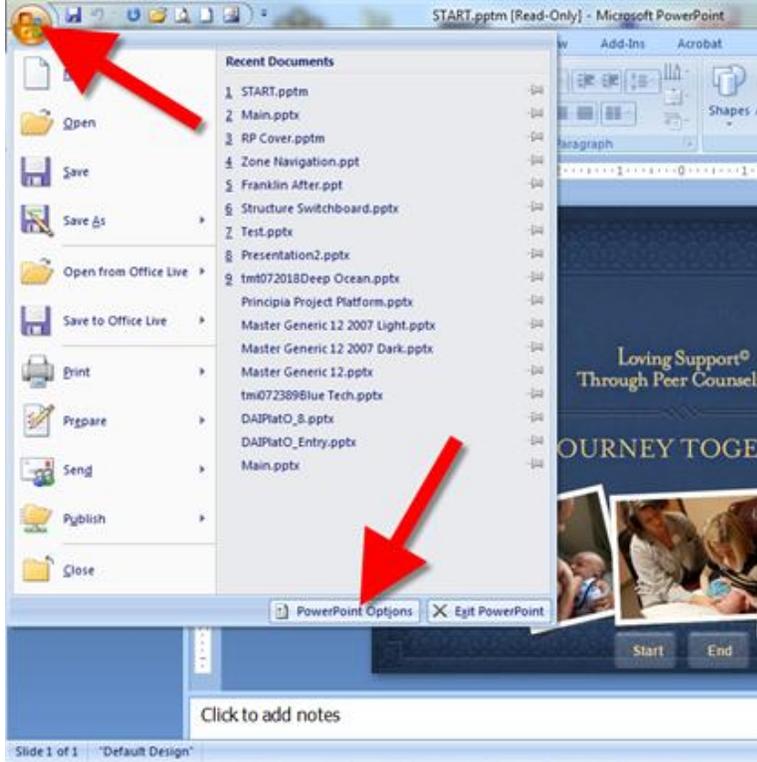
In slide show mode, click the **Start** button on the slide (Figure 3).

If nothing seems to happen after clicking the Start button, check that you actually started the slide show. Hyperlinks work only after the slide show is running. The Start button opens the main training platform on its first slide (Figure 4). Now you can click links at will and navigate to desired content. When finished, return to the dashboard shown here (Figure 4) and click the link labeled **Title Slide** to return to the original **START** show. Then click the **End** button to exit all slide shows in preparation for closing PowerPoint.

Keep in mind that all the video clips in this platform are in WMV format, which works best on a PC computer. If you are running PowerPoint on a Mac instead, it's possible the video will not play properly. We strongly recommend using a reasonably modern PC instead, to reduce possible compatibility issues.

Finally ...

For the platform to operate as smoothly as possible, adjust your PowerPoint settings as follows. Click the **Office** Button (2007—Figure 5) or **File** button (2010) and then click the **PowerPoint Options** button at the bottom of the menu box.



Then click the **Advanced** tab and uncheck the options **Show popup toolbar** and **End with black slide** (Figure 6). Click OK.

You are all set now. Happy presenting!

Figure 5

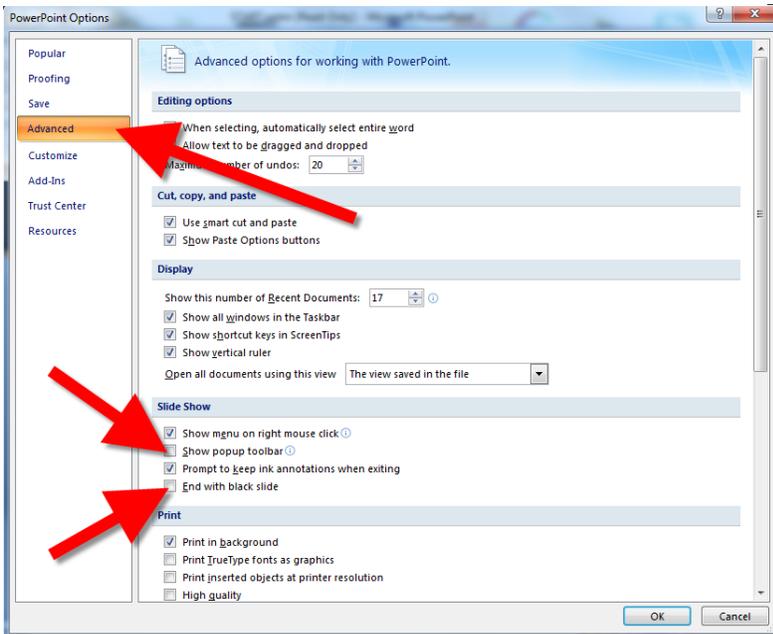


Figure 6

## Practice Navigating Through the Presentation!

The presentation platform has many unique features to help you present an interactive training. Taking the time to play around with the features will increase your confidence and presentation skills.

### *Dashboard*

The **DASHBOARD** is the first slide in the presentation after you click the “START” button. The dashboard lists the modules for each section, and a separate reference section that houses many extra resources such as videos, animations, picture stories, quotes, activities, case studies, resources, and optional materials.



### *To Return to the Dashboard*

It's easy to return to the dashboard any time you wish with one simple click on the **DASHBOARD** icon in the bottom right-hand corner of every slide.



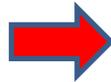
### *To Exit the Presentation*

The easiest way to end the presentation is to return to the **DASHBOARD** and click on **Title Slide** image. This will take you to the original introductory slide. Click **END**.



### Navigation Panel

Across the bottom of the screen is the **NAVIGATION PANEL**. This panel displays the titles for all slides in this particular module. This helps you see all of your slides in this module at a glance. Clicking on any of these titles jumps you automatically to that slide.



### Main Idea Slides

Note that some slide titles in the **NAVIGATION PANEL** have bold titles and some have asterisks beside them. The buttons with bold titles are **MAIN IDEA** slides. If you click on a **MAIN IDEA** slide you will see it displayed with a tan banner at the top of the slide.



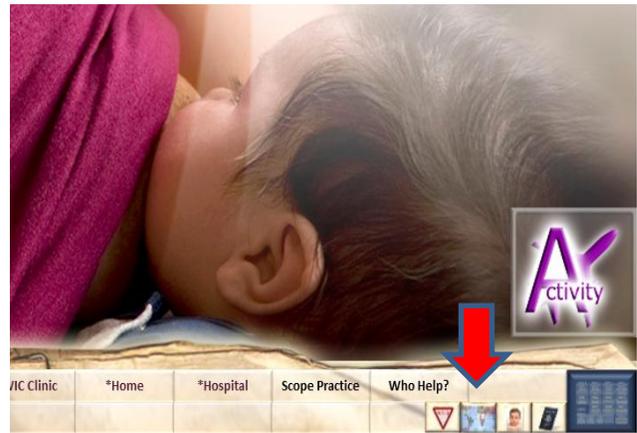
### Sub Slides

Other slide titles in the **NAVIGATION PANEL** have an \*asterisk beside the title. This means they are **SUB SLIDES** to the main idea slide. In the old format, these would have been bullet points. Instead, they are now broken down into individual slides so that each slide has a single idea. The sub-slides are displayed using a darker brown banner at the top of the slide.



### Standard Concluding Slides

Each module ends with a standard set of four slides: “Yield,” “Mapping the Journey,” “Learning More,” and “Passport to Success.” Small thumbnails of these slides appear in the bottom right corner of your **NAVIGATION PANEL** for quick visual access.



### External or Separate Slide Show

Some modules have **EXTERNAL** (separate) slide presentations that branches off from particular slides. The external shows enable you to go deeper into the platform and access additional slides that reinforce points or increase a peer counselor’s knowledge. They can be used if time permits or the information is relevant to your program.

On the **NAVIGATION PANEL**, a yellow bar appears below the titles of these separate shows. This yellow bar is your trigger to know that you can go deeper into the presentation for an “external” or separate slide presentation if time permits.

Look at Module #10 and the “Infant States” slide where a separate show is imbedded. The thumbnail photo with the black border is your visual cue that this branches off into an external, or separate series of slides.

When you reach the end of this separate slide show, you will be automatically returned to the slide that began the separate show so that you can continue on with the next slide in the module, if desired.

If at any time you wish to return back to the regular presentation, you can click the **BACK** button.

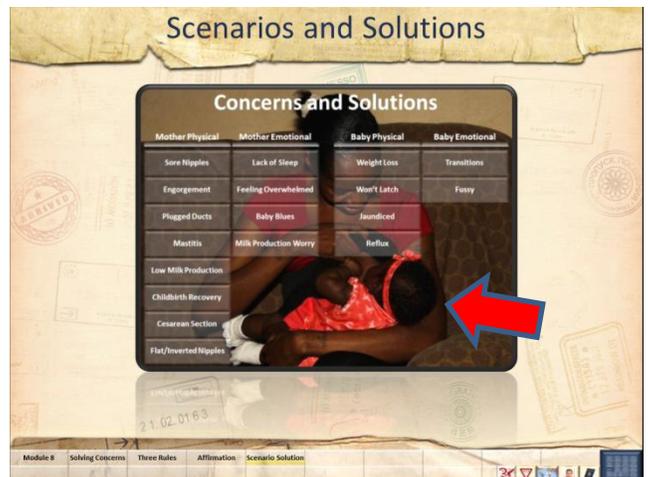


### Checkerboard

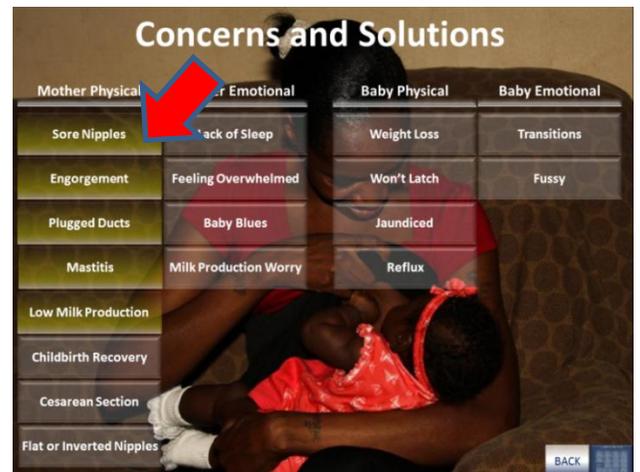
To conduct more facilitated discussion, some slides offer external or separate slide shows that allow the peer counselors to take the lead in selecting topics to discuss. One example is found in Module 8. Click on the “Scenario Solution” navigation button to bring up the **CHECKERBOARD**.



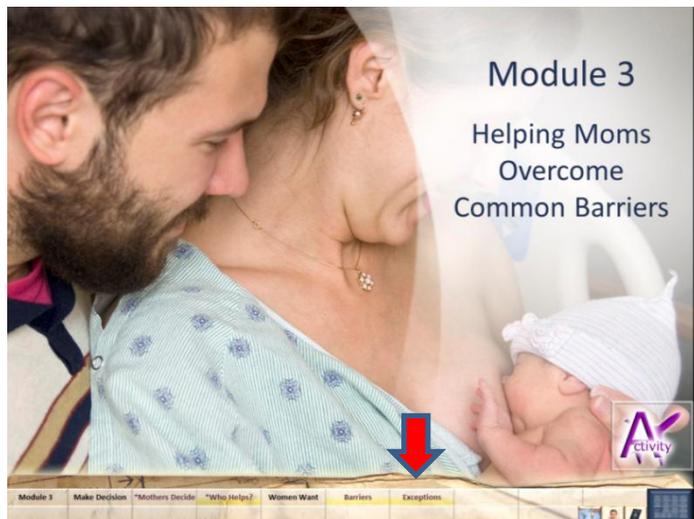
Click anywhere inside the box with the black border to activate the list of concerns that new mothers might face. Ask peer counselors, “Take a look at this list of potential problems new mothers might experience. Which of these have you experienced?” or “Which of these problem areas do you think most moms face?” or “Of these problem areas, which would you like to discuss first?” In that way, peer counselors take the lead for discussion by setting their learning priorities. You can return to this checkerboard at any time during the training to address additional concerns that you have not discussed before, or answer questions that arise.



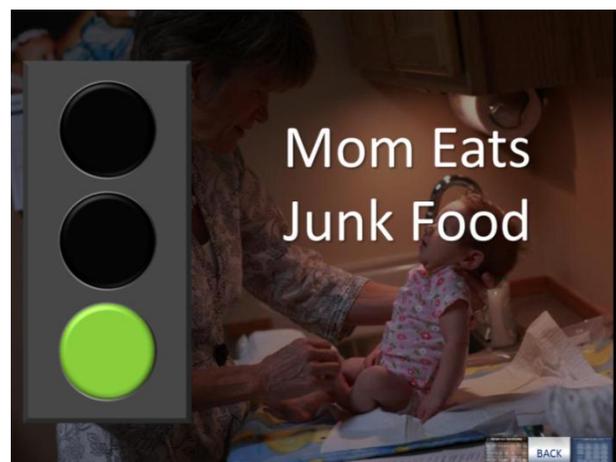
Clicking any of the buttons on the checkerboard opens additional slides related to that problem area. Buttons highlighted in **yellow** have more detailed slides outlining common causes, how mothers might feel, and potential solutions.



Another example of an external slide show presented in a checkerboard format is found in Module #3, "Helping Moms Overcome Common Barriers." Click on the "Exceptions" title on your **NAVIGATION PANEL** to bring up a box with a black border with the title, "Can Moms Breastfeed?" This box indicates that it is an external or separate slide show. Click anywhere on the box to activate the questions peer counselors might have.



The stoplight on the page allows you to engage peer counselors in discussion about whether they think it is okay for women to breastfeed in that situation. Click on any circle of the stoplight to activate whatever color you wish to discuss. Full details on how to use this feature are in the Facilitator Notes.



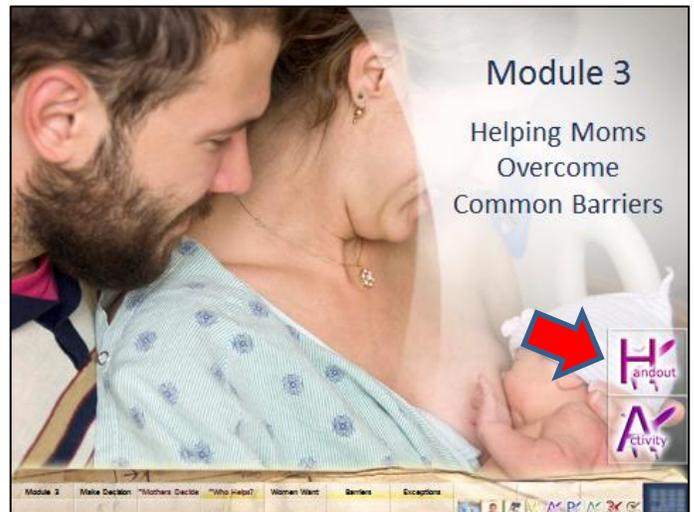
## Separate Reference Section:

The platform includes a separate reference section on the **DASHBOARD** to house common resources that can be helpful in your training. This includes videos, animations, picture stories, case studies, quotes, resources, and other materials, including the optional module 13, “Providing Peer Counselor Services in Other Settings.” Access these sections directly from the **DASHBOARD** or by clicking the semi-transparent buttons containing various colored airplane wings appearing directly on the slides.



## Handouts

The **HANDOUT** icon does not link to any other area of the platform. Instead, it is a visual reminder for the presenter to refer to a handout that goes with that slide.



## Videos

The **VIDEO** section provides numerous video clips organized into four main categories: “Support,” “Early Days,” “Challenges,” and “Baby Grows.” Videos include YouTube videos featuring WIC peer counselors and participants, video snippets filmed for the project, and other videos provided by WIC agencies and other entities for the project. Videos related to peer counseling are organized in the “Support/Peer Support” section of the video section. Presenters can follow recommendations in the speaker notes, or have the flexibility of selecting other videos they feel will be most useful.

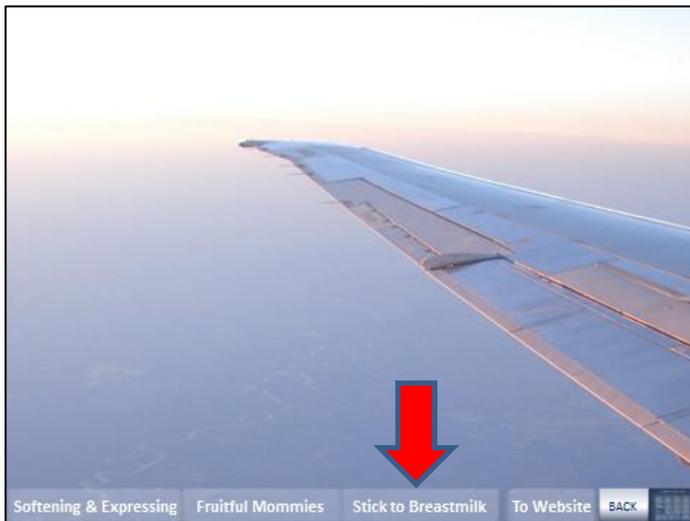


For videos to be easily heard by the audience, consider using laptop speakers to project sound in the room, or place a microphone in front of the computer speaker.

Keep in mind that the video section works slightly differently depending on if you are using PowerPoint 2007 or PowerPoint 2010. You can play any movie in either version one at a time by clicking on the navigation buttons at the bottom of the slide. A movie plays automatically when you click its appropriate button. If you wish to **REPLAY** the same video when finished, however, the process is slightly different for each version. With PPT 2010, simply click the **PLAY** arrow appearing in the bar immediately between the video. With PPT 2007, play the video again by double clicking anywhere in the movie area itself. In PPT 2007 you can also pause the movie at any time by clicking the movie area **ONCE** and begin again with another click. To pause and restart in 2010, use the controls in the bar beneath the movie.

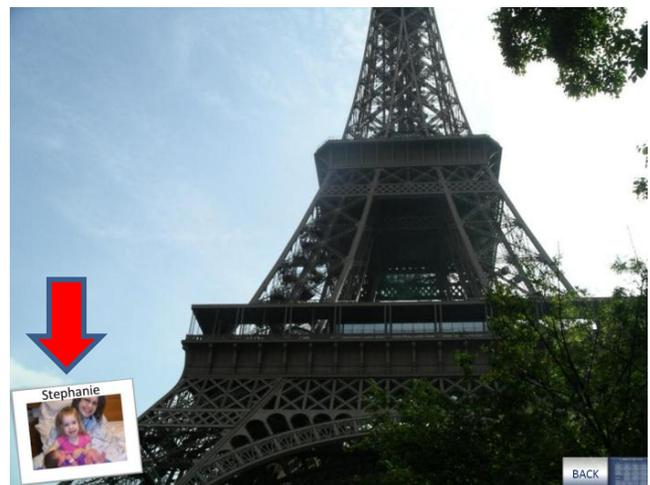
## Animations

Clicking on the **ANIMATION** icon on relevant slides takes you to a separate section where animations developed by Texas WIC can be accessed and shown. Or, you can visit the **ANIMATION** section from the **DASHBOARD**. If the animations do not seem to work properly and you have access to the Internet in the training room, you can access them by clicking on the “To Website” link at the bottom of the slide which goes directly to the Texas “Every Ounce Counts” website.



## Picture Stories

A **PICTURE STORY** is a series of photographs that tell a story. The **PICTURE STORY** icon takes you to a page with picture stories that include an audio recording of a mom telling her story. Clicking on the story you want activates the audio recording and the series of photos that go with her story. These can be used to help illustrate a key point or to make the teaching point more personal for peer counselors.



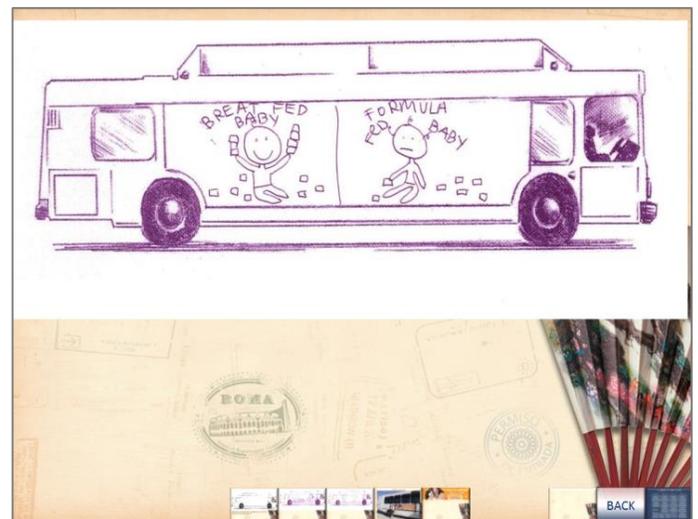
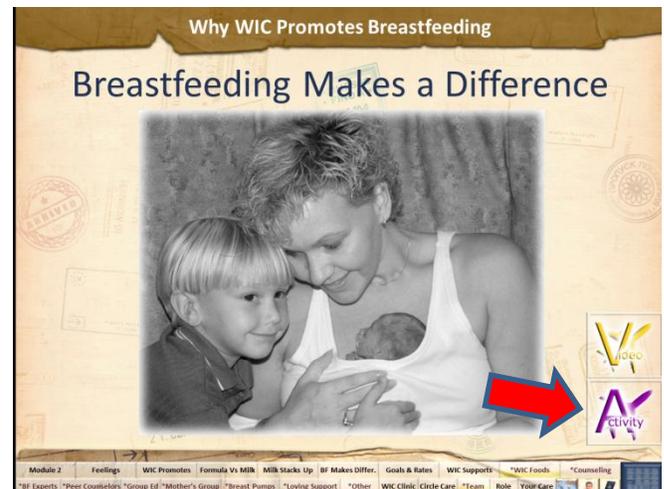
## Quotes

The **QUOTES** section provides various quotes by peer counselors, WIC moms, and staff describing the value of support in reaching breastfeeding goals.



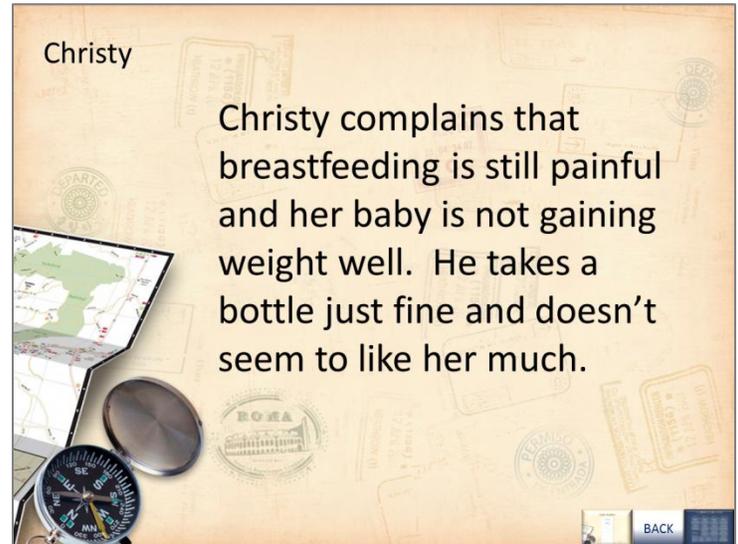
## Activities

Clicking the **ACTIVITY** icon takes you to a separate area where activities are pictured with a visual example of the activity. For example, in Module 2, "Helping Moms Say YES to Breastfeeding," the slide titled "Breastfeeding Makes a Difference" provides a link to the **ACTIVITIES** section. Full details for the activity, "Bus Ad," are provided in the Facilitator Notes for this module. The slides in the **ACTIVITIES** section provide visual images of the activity to bring it alive to trainees.



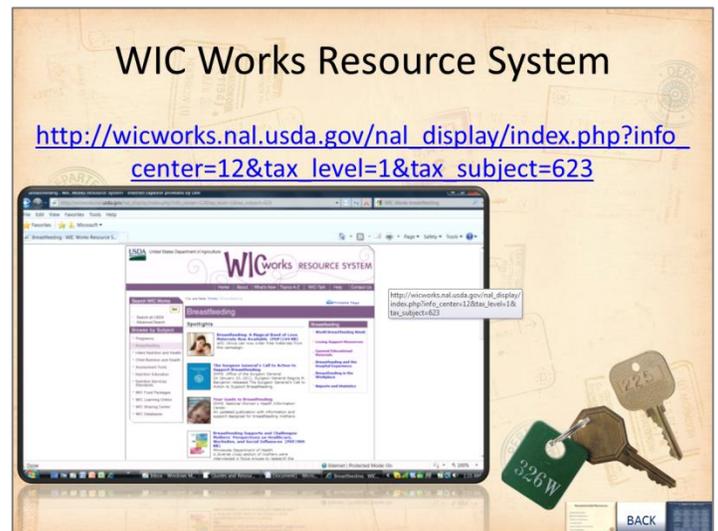
## Case Studies

A **CASE STUDIES** section includes brief scenarios that can be used for additional discussion with peer counselors.



## Resources

The **RESOURCES** section includes links to recommended websites to visually show peer counselors what information can be available. The links are active. So if you are training in a room with Internet access, you can bring peer counselors immediately to the site.



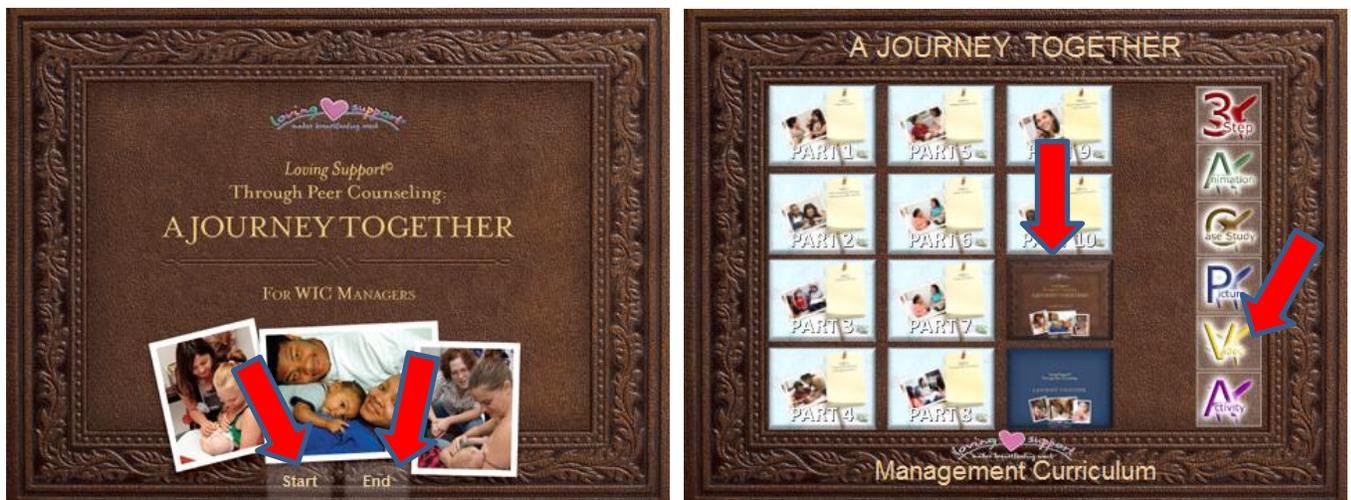
## Management Curriculum

The platform for the peer counselor program management curriculum, *Loving Support*© *Through Peer Counseling: A Journey Together – FOR WIC MANAGERS*, can easily be accessed from the main platform. Just click on the brown dashboard image to move from the blue peer counselor platform to the brown management platform. The management platform is consistent with the peer counselor platform, with similar navigation buttons, separate slide shows, and other features that make it interactive and easy to follow.

To begin the presentation, click the **START** button on the main title slide. This will bring up the main **DASHBOARD** for the management platform. Each of the 10 sections to this curriculum are listed, with a flexible navigation approach to enable presenters to move freely throughout the curriculum.

The separate resource sections pictured on the **DASHBOARD** for videos, animations, etc. are found in the peer counselor platform. At any time the presenter can move freely from one platform to the other.

To end the presentation, click on either the brown or blue title slide images and click **END** to end the show.



## Tips for Using the Presentation Platform

**Download the presentation and set up your presentation computer well in advance.** Work with your State or local agency IT personnel to set up the presentation on your presentation computer and work out any kinks with your operating system or your agency's network in advance. Refer to "Downloading the Presentation" on page 12. Be sure your presentation computer can show WMV and Flash files and is loaded with Microsoft PowerPoint® 2007 or 2010 (preferred) or PowerPoint®2008 or 2011 (preferred) for a Mac.

**Open the show and the largest files before trainees arrive.** If you take a few minutes to open the show and the largest sections of the platform beforehand, your computer will navigate to those areas much more quickly once your training event begins. The **VIDEO** section comprises most of the platform's size. Opening the **VIDEO** dashboard before the training begins allows you to access the video area instantly later while training. Consider opening **ANIMATIONS** and **PICTURE STORIES** in advance, as well.

**Take time to practice before presenting!** Learning a new presentation style takes a little time and effort. Remember that innovative teaching techniques that may be different from your usual teaching style will require a little practice, and practice builds confidence. Many presenters find that once they begin using this type of technology they find a newfound freedom in presenting and are able to focus more on the important relationships with trainees that makes training fun and meaningful for everyone.

**Take time to learn the content.** No matter how knowledgeable you are about breastfeeding, it will be important to spend a little time reading through the speaker notes to become familiar with the content. How you present that content will be up to you, the knowledge level of your peer counselors, and the amount of time you have available. Be assured that once you have done one or two training events it will become easier and easier.

**Facilitator Prompts.** For those who need reminders of key points as "triggers," a short set of abbreviated speaker notes are provided that can be printed out or loaded onto an iPad© for reference during the presentation. The Facilitator Prompts include a small photo of each slide, simple bullet points to cover, any handouts that should be used, and activities or other brief teaching points to include.

**Remain Calm.** Remember: it is normal for presenters to feel a little nervous, especially when presenting a new topic or using new technology for the first time. If you become flustered, it is okay to let peer counselors know you are learning, too. However, rather than calling attention to missteps, it is better to calmly correct the error and simply move on. If there are delays while waiting for a slide or video to come up, it is better to continue talking during the pause rather than pausing to wait for the slide to come up. This only calls attention to the delay. With practice, you will grow in confidence. If at any point you become lost in the platform, simply click the **DASHBOARD** icon in the bottom right corner and you can return to where you need to go within 2-3 clicks.

## PowerPoint Tips:

- If your cursor disappears while you are presenting, simply jiggle it to make it visible again.
- If the hyperlink with the “hand” symbol seems to disappear, jiggling the mouse will make it visible again.
- Use the **BACK** button to go back to the previous slide.

## Personalizing the Platform

The presentation platform uses a sophisticated web of hyperlinks to create navigation between sections of content. In some cases these links might break or otherwise not work properly if slides or images are moved around or replaced. It is recommended that a State or local agency use the platform exactly as currently established. If personalization is needed, States can work with IT staff who are skilled in the platform’s PowerPoint software design, or with Aspire Communications directly, to secure training or to contract for changes.

## 12 Things We Know About Adult Learners

### *Adults know what they want from a training experience.*

Effective trainers: set the stage at the beginning of the training by learning their expectations, and let them know what they can expect in the training event.

### *Adults bring their knowledge, experiences, and own ways of doing things to the training.*

Effective trainers: ask questions to learn about those experiences so the training is relevant.

### *Adults must connect what they are learning with those existing experiences, skills, and beliefs, so learning can sometimes move slowly through the process.*

Effective trainers: give small amounts of information at a time and do not rush through modules, allowing time to check in to be sure participants understand the material before moving on to the next topic.

### *Adults learn at different paces based on their prior knowledge and experiences.*

Effective trainers: check in with trainees to be sure everyone is on the same page, and have easy access to additional resources for advanced learners.

### *Adults avoid risks and tend to take errors personally.*

Effective trainers: create a safe environment through affirmation and listening and acknowledging that they are still learning, too.

### *Adults respond to respect and recognition.*

Effective trainers: listen to trainees, validate their feelings, and praise them publicly and privately when learning occurs. Examples:

- “You are catching on so quickly!”
- “That must have been hard for you to share. Thank you.”
- “That’s an excellent question.”

*Adults must apply what they learn in order to remember it.*

Effective trainers: provide picture stories and other examples to show how the information can be applied, and provide opportunities to discuss how they could use the skill in real situations.

*Adults learn better when they have choices and have control over their learning.*

Effective trainers: avoid lecturing, and instead, practice facilitated discussion to allow trainees to choose topics that are most important to them.

*Adults learn better when they participate in the learning process.*

Effective trainers: foster skills-building opportunities and activities that help trainees practice new skills.

*Adults have a short attention span.*

Effective trainers: break up learning segments with questions, group activities, or participatory exercises every 15-20 minutes or when attendees seem to be bored.

*Adults remember information you SHOW THEM rather than TELL THEM.*

Effective trainers: use demonstrations, visual images, picture stories, and other powerful visual imagery to show what you are talking about.

*Adults appreciate learning principles are modeled for them.*

Effective peer counselor trainers:

- Ask open-ended questions frequently to generate discussion and to allow the training to be more focused on peer counselor needs.
- Use probes when comments are made to inquire more.
- Affirm peer counselors regularly when comments and experiences are shared. Praise their efforts to understand the new information.
- Give education that is focused on what matters most to them rather than a long laundry list of information.
- Admit when they do not know the answer to a question and explain that they will ask someone who knows. This shows them how to go about getting answers to their questions.

## **Tips for Interactive Group Learning**

The peer counseling presentation platform and curriculum approach is based on an interactive learning approach that actively engages participants and enables them to set the priorities for learning. With interactive or facilitated learning models, the learners let the facilitator know what they want to learn and what information they need to achieve their goals. They also learn from one another and learning becomes more effective because it is relevant to their needs. The New Mexico WIC “Facilitator’s Guide for Nutrition Education,” available at the WIC Works Resource System, provides guidelines for facilitated learning. The following tips for success

adapted from their guidance can be helpful in creating a positive learning environment, and include:

- *Build the group from within.* Remind participants that they can help shape the training approach based on their learning priorities and needs.
- *Set ground rules.* This can include establishing a “safe” place for sharing through confidentiality, respect for one another, and listening to the comments others make.
- *Begin each session with a “check in” or icebreaker.* This helps all participants feel comfortable talking and becoming engaged.
- *Ask open-ended questions to trigger discussion.* Numerous discussion questions are provided throughout the curriculum to guide the presenter.
- *Affirm comments made by participants.* This helps encourage participation, and also models the counseling principles peer counselors are encouraged to use with communicating with WIC participants.
- *Reinforce the participation of each person* to encourage their continued contributions.
- *Be sensitive to strong personalities in the group.* Learning to listen is a skill that takes time and practice, so don’t be surprised if some peer counselors have not mastered that skill yet. Model listening by tuning in to the people speaking and commenting on their contribution positively, and remind attendees of the importance of allowing all participants to be able to share. Statements such as, “That’s a great perspective. I wonder what the rest of you feel about that?” can quickly divert the conversation back to the rest of the group.
- *Deal with erroneous information.* Because peer counselors may only be aware of their own experience which may not be evidence-based, it will be important to be sensitive to misinformation and handle it gently with statements such as, “I’m glad that worked for you. Others have found that \_\_\_\_\_ worked for them” or “You bring up an interesting question. Let’s look that up to see what the research says about that.”
- *Keep group on track.* When peer counselors get off track, you can easily bring them back to the main message with statements such as, “This has been great discussion. Let’s see how that relates to the issue of \_\_\_\_\_.” Another option is to post a flip chart sheet marked “Parking Lot” and record ideas that you would like to save for a later discussion.

## **Creating a Meaningful Learning Environment**

A comfortable learning environment is critical for adult learning. The learning environment should be physically and emotionally comfortable, and should be carefully thought out well before the training event.

### *Physical Environment*

Select a room that will not be too hot or cold, with chairs that will be comfortable for sitting long periods. Know how to control the room temperature and adjust it if it becomes too uncomfortable. If peer counselors will be bringing infants and/or small children, select a location that will be comfortable for them, with space enough for strollers and play areas.

### *Room Set-Up*

Tables should be arranged in a way that encourages small group discussion rather than formal classroom or “theater” style set-ups which are designed for passive learning. Adults learn best when they feel they will be active participants than when they feel they will be lectured to. Round tables or rectangular tables pushed together with chairs seated around the tables instantly help evoke a participatory mood.

### *Decorate the Room*

The curriculum theme, “A Journey Together,” lends itself to many creative opportunities for making a training fun. When participants walk into a room that is decorated with a theme and looks fun, it can build excitement and anticipation. Some ideas to consider:

- Provide a colorful display at the registration table and/or at the front of the training room. Include modes of transportation such as toy cars, airplanes, boats, etc., a small suitcase, travel-sized sundry items in a zip-top bag, etc.
- Use the posters as part of the training materials portion of the curriculum package to decorate the room and set the tone for the “Journey” theme.

### *Make it Fun*

- Provide opportunities for laughter when possible. Share funny stories and be willing to laugh at yourself.
- Provide physical rewards such as travel-sized items (lotion, hand sanitizer, shampoo, etc.) when they answer questions correctly or have important insights to share.
- Provide life-savers to remind them of the life-changing work they will be doing or gold nugget chocolates to remind them that breastfeeding is the gold standard.
- Reward trainees with a “Journey Together” pin or certificate when they have completed their training.

### *Don't Forget the Little Touches*

Little touches mean a lot and can help reinforce the theme while also helping participants to begin to feel engaged with the learning experience. These can include:

- Nametags (included in the curriculum)
- Certificates of recognition (included in the curriculum)

- “Journey Together” photo album – ask peer counselors to bring photos of themselves and one or more of their children to place in your agency “Journey together” album. Allow them to talk about their family before the training event begins.
- Hold a peer counselor graduation to honor the work they have completed.

## **Technical Assistance for Trainers**

At the conclusion of the “Train the Trainer” events held in each USDA geographic region, staff from Every Mother, Inc. will be available to provide technical assistance for WIC State and local agencies implementing the training curriculum. A technical assistance conference call for attendees in each region will be held a few weeks after their regional train-the-trainer events. This will be an opportunity to ask questions as you begin preparing for staff training events.

- Every Mother, Inc. will host a webinar with Aspire Communications, the presentation platform designer, to provide assistance for staff learning the new technology and wishing to customize to fit individual needs.
- Every Mother, Inc. and Aspire Communications staff will also be available by telephone and email for up to 5 years following the training events to provide simple assistance as needed in implementing training.
- All training-related resources are available on the WIC Works Resource System at <https://lovingsupport.fns.usda.gov/content/instructional-tools-and-support-materials>.