



Memorandum

#10-160

TO: WIC Regional Directors
WIC Local Agency Directors

FROM: Linda Brumble, Unit Manager
Nutrition Education/Clinic Services Unit
Nutrition Services Section

DATE: November 23, 2010

SUBJECT: New Staff Training Videos on VENA & CCNE

The purpose of this memo is to introduce two new staff training videos on counseling and group education. The new videos were filmed documentary-style with real Texas WIC staff and participants in real Texas WIC clinics across the state. They include interviews with staff and participants, and highlight staff in action demonstrating Value Enhanced Nutrition Assessment (VENA) and Client Centered Nutrition Education (CCNE) skills.

DVDs will be mailed to local agency administration sites in the next several weeks. Enough copies will be sent so that each clinic site and admin site may keep a copy of each DVD. Once the DVDs are received, please provide a copy to your Nutrition Education & Training Coordinators and to each clinic.

Each DVD contains several modules that may be watched one at a time or all together. They are best suited to viewing in a group training setting, but may also be viewed as self-paced training for individual staff. In addition to the DVD modules, each DVD contains bonus materials including inspirational clips and full session vignettes. Also included in each DVD case is a brief trainer guide with reflection questions to use in staff training. Titles and descriptions of each video are listed below.

1) *The Real (WIC) World: Applying VENA in the Clinic, stock no. DV0613*

The VENA DVD contains six modules plus bonus tracks:

- VENA Overview
- *Module 1: Establishing Rapport*
- *Module 2: Completing Assessment Forms*
- *Module 3: Identifying and Exploring Concerns*
- *Module 4: Helping Clients Set Goals*
- *Module 5: Closing on a Positive Note*
- *Module 6: Documentation*
- Why we do VENA (inspirational clips)
- Counseling Session Vignettes (2 full sessions)
- Bonus Clips (FAQs)

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2) **The Real (WIC) World: Applying CCNE in the Clinic, stock no. DV0614**

The CCNE DVD contains five modules plus bonus tracks. The modules complement the CCNE toolkit that was previously released at the CCNE pre-conference session at the April 2010 NBF Conference (more info is available at <http://www.dshs.state.tx.us/wichd/data10/10077.pdf>).

- CCNE Overview
- *Module 1: Introduction to the Client-Centered Approach*
- *Module 2: Foundations of Nutrition Education*
- *Module 3: Positive Learning Environment*
- *Module 4: Creating Learning Opportunities in Nutrition Education*
- *Module 5: Opportunities for Practice for Staff*
- Why we do CCNE (inspirational clips)
- Class Vignettes (2 full sessions)
- Bonus clips (FAQs)

We hope that these new optional training videos will be useful for helping staff enhance their VENA and CCNE skills. **Please see the following pages of this memo for additional tips on using these videos with existing VENA & CCNE training materials, and for additional guidance on implementation of CCNE.**

If you have additional questions on these videos, please contact Erica Harris, Nutrition Education Consultant, at erica.harris@dshs.state.tx.us, or (512) 341-4588, or Anita Ramos, Clinic Services Training Specialist, at anita.ramos@dshs.state.tx.us, or (512) 341-4581 or Shellie Shores, Nutrition Education Coordinator, at shellie.shores@dshs.state.tx.us, or (512) 341-4516.

VENA: Tips for incorporating the new VENA DVD into staff training

The VENA DVD titled *The Real (WIC) World: Applying VENA in the Clinic* was designed to complement existing VENA training materials offered by the state agency. For more information on VENA, please refer to the following memos:

- ***Memo 09-096 – Monitoring and Assessment of VENA*** at <http://www.dshs.state.tx.us/wichd/data09/09096.pdf>. This memo discusses IDL trainings, tools, and resources relating to VENA. The ongoing IDL titled “Assessing VENA” reviews several other training tools that complement the new video, including
 - *VENA Counseling Framework Desk Reference*: a desk reference highlighting a five-step framework to provide guidance for structuring VENA counseling sessions.
 - *VENA Family Documentation Tool Desk Reference*: a desk reference on how to properly complete the *VENA Family Documentation Tool*.
 - *VENA Self-audit Counseling Checklist*: a training or self-audit tool to identify counselor’s strengths and areas for improvement.
 - *VENA Tips for Counselors and Trainers*: a two-sided handout to assist trainers and counselors on how to utilize VENA trainings and tools.

- ***Memo 09-173 Follow up to Monitoring and Assessment of VENA*** at <http://www.dshs.state.tx.us/wichd/data09/09173.pdf>. This memo addresses how to accurately complete the *VENA Family Documentation Tool*.

It is recommended for all counselors to keep relevant VENA resources together in a VENA folder at their counseling station for quick reference.

CCNE: Tips for implementing CCNE and incorporating the new CCNE DVD into staff training

During the past few years, local agencies have been encouraged to explore possibilities for Client Centered Nutrition Education (CCNE) methods and techniques, and questions have arisen relating to the degree of flexibility allowed for CCNE classes and instructors. ***CCNE Guidelines were provided to local agency staff in the CCNE Toolkit and are also included in this memo for reference. Please review these guidelines to ensure CCNE at your agency is consistent with these guidelines.*** Additional clarification on commonly asked questions is provided below.

- ***How much flexibility is allowed during CCNE classes?***
 - During client centered classes, lesson plans shall be followed with some flexibility to address client centered concepts or techniques. Addressing client concerns and questions brought up in the class is encouraged. However, reasonable attempts should be made to redirect the conversation to keep the class focused.
 - Example: During a child class about feeding vegetables to children, participants bring up potty training. Since this is a concern of the parents, it is acceptable to allow participants to share ideas for a few minutes. However, after validating the participant concerns, it is best for the instructor to attempt to redirect the conversation back to child feeding by saying something like “We began today talking about ways to get children to eat vegetables, what other ideas do you have?”
 - Many tips on effectively managing classroom discussion are included in Module 3 of the new CCNE video and also in the *CCNE Toolkit*, specifically in the *Troubleshooting Guide for Classroom Management* document in Module 3.
- ***Who can teach CCNE classes?***
 - Anyone who teaches classes at WIC may teach client centered classes. It is the responsibility of the WIC Director to ensure staff has had adequate training on the class content and skills needed.
- ***How are CCNE classes coded?***
 - State-developed client centered lessons have specific lesson codes. In most cases, lesson titles include “CCNE” at the beginning of the title so local agency staff can easily identify them as client centered (Example: *CCNE Introducing Vegetables: A Client Centered Conversation, CF-000-25*).

- ***What if my local agency develops a new client centered class?***
 - Please discuss appropriate lesson coding with your state Nutrition Education liaison. The CCNE template was developed as a tool for lesson development, and is strongly recommended for all new lessons. All nutrition education requires adequate planning, and the CCNE template guides the nutrition educator through the steps of developing the resources, objectives, activity/discussion questions, and evaluation. An alternate method for writing a streamlined “hot topics” style discussion lesson is also provided in the *CCNE Toolkit*. “Hot topics” lessons are intended to be taught by advanced instructors and must have the following at a minimum: a main topic, an objective, at least 3 discussion questions, and an evaluation question.

Moving Forward

A variety of resources including the new CCNE training video titled *The Real (WIC) World: Applying CCNE in the Clinic*, the *CCNE Toolkit*, the *CCNE Guidelines*, and several CCNE lessons provide a foundation for moving forward with CCNE. Additionally, best practices for CCNE training are discussed in *Module 5* of the new CCNE training video and in *Module 5* of the *CCNE Toolkit*. The State Office plans to continue developing resources and support, and is committed to incorporating CCNE principles into all new lessons from here forward. Likewise, local agencies are expected to continue incorporating CCNE principles into their classrooms and providing opportunities for staff to receive training and practice new skills. Texas WIC is committed to making CCNE the norm for group education.

For more background information on CCNE, please see the article titled “WIC Embraces a Client Centered Approach to Nutrition Education” in the *Nov/Dec 2009 WIC News* at http://www.dshs.state.tx.us/wichd/gi/wicnews/nov_dec2009.pdf. Several other recent *WIC News* articles have also highlighted CCNE.

For more information relating to CCNE lessons currently available from the State Office, please see memo #10-006, *Client-Centered Nutrition Education (CCNE) Lessons and Resources*, at <http://www.dshs.state.tx.us/wichd/data10/10006.pdf>, and memo #10-101, *New Breastfeeding Lessons*, at <http://www.dshs.state.tx.us/wichd/data10/101.pdf>.

We have a limited number of the electronic toolkits still available. If you need an additional electronic copy of the *CCNE Toolkit*, please email Carlos Galvan, at carlos.galvan@dshs.state.tx.us or Erica Harris, at erica.harris@dshs.state.tx.us.

Guidelines for Making Nutrition Education More Client-Centered

Purpose:

- Establish a set of guiding principles for conducting client-centered nutrition education classes in Texas WIC programs
- Serve as the basis for developing formal client-centered nutrition education policies and state and local level procedures
- Offer a framework for local agencies that are developing client-centered approaches to nutrition education

Background:

Client-centered approaches to nutrition education offer WIC agencies the opportunity to maximize their resources in creative and realistic ways. The term “client-centered” may encompass a variety of methods, settings and approaches. However, there are common elements that should be incorporated into client-centered nutrition education, which should reflect each agency’s unique desires and circumstances.

Essential Elements:

Client-centered approaches to nutrition education engage clients as active participants in their own nutrition education experiences. Being an active participant can include:

- Opportunities for the discussion of nutrition topics in safe, positive group settings
- Participating in hands-on nutrition education activities that place nutrition education concepts into practice
- Practicing and mastering useful skills

Using client-centered approaches to nutrition education acknowledges and respects clients as adults who have expertise about their own families’ nutrition. This can include:

- Involving clients in sharing their experiences
- Inviting clients to share what they have learned
- Giving acknowledgement to clients who share their experiences and expertise
- Offering materials and formats that are geared toward adult learners

Client-centered approaches include an element of client choice. These may include:

- Choice of lesson topic or setting
- Choice of information that meets their needs
- Choice of how to receive information in ways that are best suited to their learning style

Client-centered methods provide relevant nutrition information to clients keeping in mind nutritional risks and family circumstances. This can be achieved by:

- Using the results from participant surveys to develop lesson topics and schedules
- Considering local and regional nutrition risk patterns
- Asking participants about their concerns
- Using a feedback process, such as lesson evaluations, to ensure relevant nutrition education material

Client-centered approaches may be delivered in a variety of formats and settings, which can be tailored according to local resources and client needs. Formats may include:

- Group classes, such as support groups, hands-on activity classes (e.g., cooking, taste tests) or facilitated discussion
- Off-site formats such as web lessons, take-home DVDs, field trips (grocery store, playground) or health/fitness fairs
- Individual settings to accommodate client circumstances

Client-centered approaches to nutrition education include measureable objectives and evaluation methods for both staff and clients. Examples of measureable objectives include:

- All participants are involved in discussions or learning activities (staff/leader objective)
- Clients verbally share a successful family nutrition experience and identify a new strategy to try (client objective)

Evaluation methods should address the stated objectives of the class. Evaluation methods include:

- Staff self-evaluation: How many of the participants participated in the class?
- Client feedback at the end of class: Which of the ideas shared today will clients try with their family?

Staff providing client-centered approaches to nutrition education has adequate preparation to teach and lead the course. Preparation may include, but is not limited to:

- Credentials or certification
- Specific material knowledge or training
- Training in conducting group discussion classes
- Experience in conducting the type of nutrition education being offered