

CONNECTICUT DEPARTMENT OF PUBLIC HEALTH – WIC PROGRAM

# WIC Program i-PAUSE Guidance

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## Local Agency Resource

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To the user:

The **i-PAUSE** concept is a training tool developed to assist the Nutritionist in partnering with the participant to improve the quality and content of nutrition education and ensure a client centered focus.

**Introduction**

**Probe and Pause**

**Assess**

**Use Client to set goal**

**Summarize**

**Expectations**

## **Introduction**

The **introduction** provides a context for the WIC visit. These opening statements convey that the WIC appointment is more than just to get checks.

The introduction can also be used at different visit types to show continuity of care so that there is some connection between the previous visit and the next.

### **Actions**

Introduce yourself – including to the child

Acknowledge the children (including infant)

If someone is present – inquire who it is. “Who did you bring today?”

Inform the participant that you will be discussing/asking some personal questions – is it okay for the person accompanying her to be present?

Let client know what will happen at the visit. For example, “today’s visit will take about 20 minutes...”

Respect expressed time constraints, and move forward (depending on the client’s situation).

Let the client know that she/he may see other nutritionists at future visits.

Let client know you are here to offer support and they will not be judged.

### **Examples of Introductions**

#### **All Categories**

“We are here as a resource for you...”

“How is your family today?”

#### **Children**

“We are here to support you around the healthy choices you make for your family/child.”

“We are here to help you maintain a positive feeding relationship with your child.”

“We are here to provide feedback on your child’s growth.”

“We are interested in how your child is growing and we will show you the growth chart on your child...”

Engage the child in meaningful conversation if possible – “tell me what you ate today”, “what do you like to eat for breakfast?”, “what is your favorite fruit?”

If you see stickers or band-aids – “did you see the doctor or did you get shots today?”

#### **Women**

“We are here to help you have a full-term healthy baby. What I mean by that is that we provide you with checks to buy nutritious foods and we have a team of credentialed nutritionists/RDs available to you for questions and concerns.”

"The WIC foods are targeted to provide key nutrients / or important nutrients during pregnancy."

"We are here to help you make healthier food choices / (for yourself)."

"We are here to help you make healthier choices for you and your family."

"There is a lot of misinformation about good nutrition, we are here to answer any questions you may have."

"We are here to help you with breastfeeding."

"We are going to assist and support you in your feeding decisions, by providing you with education and referrals."

"Hello my name is \_\_\_\_\_. We are here to provide you with useful information about breastfeeding for you and your baby."

"Hi Sally, my name is \_\_\_\_\_. I am one of the nutritionists here at WIC. I am here to help you with any nutrition concerns you may have today."

"Hi Mary, my name is \_\_\_\_\_. I am one of the nutritionists here at WIC. Please consider me today as your personal resource for nutrition information (breastfeeding) to help you and your family."

"Have you been on WIC in the past?" (1<sup>st</sup> visit only)

### **Infants**

"We are here to help you make healthier choices for you and your baby."

"We are here to help you develop a positive feeding relationship with your baby."

"We are here to make sure that your baby is growing well."

### **For returning clients ask –**

"Has anything changed since your last visit?" If yes, probe

or "What has changed since your last visit?"

"Last appointment we spoke about ..." "Hi Ralph, it is good to see you again with Sammy. Hi Sammy. What questions or concerns do you have for me today?"

"Sammy have you been out to play today?"

## **Probe and Pause**

**Probe and Pause** is intended to give the client the opportunity to express their concerns. The Nutritionist is expected to use the VENA skill of Rapport building; specifically using open-ended questions, active listening and reflective listening in order to obtain the relevant information.

### **Actions**

Start by asking the client what questions or concerns she has, before asking your questions.

Use open-ended questions

Pause and listen – wait for client to respond

Re-direct client if necessary (be tactful because you want to develop rapport)

Don't probe about unrelated issues.

*LISTEN, LISTEN, LISTEN*

### **Examples**

“What questions do you have for me today?”

“Is there anything specific that you would like to talk about?”

“Have you made plans on how you are going to feed your baby?”

“What are your thoughts and feelings about breastfeeding?”

“How are you feeling?” or “How do you feel?”

“Tell me what he eats and drinks in a typical day?”

“Has anything changed since the last visit?” (returning client)

“How is the food package working for you (family)?” (at follow-up visit)

“What do you know about WIC?” (Orientation)

### ***Redirecting Example***

During a mid-certification of a toddler, the nutritional assessment identifies anemia, accelerating weight/height, and 4 bottles of milk (8 ozs. each). During the discussion about weaning from the bottle, the mother shares that the “baby’s daddy” continues to give the child the bottle despite her telling him not to. She then goes on to talk about other unrelated things that the father does that she disapproves of, and that they are separated.

“I hear you saying that you know it’s time for \_\_\_ to be off the bottle and that you are working on it. It’s hard when another family member is doing something else with \_\_\_. You are his first teacher and what you do matters most. Let’s talk about what you can do to improve his anemia.”

## Assess (Use Critical Thinking)

**Assess** is the step where the Nutritionist conducts the nutrition assessment.

VENA competencies require the ability to apply critical thinking to the nutrition assessment process.

A WIC Nutrition Assessment is the process of obtaining and synthesizing relevant and accurate information in order to:

- Assess an applicant's nutrition status and risk.
- Design appropriate nutrition education and counseling with the participant.
- Tailor food packages to address nutrition needs for the participant.
- Make appropriate referrals for the participant.

### Actions

Clarify the information collected with the participant.

Synthesize the information that has been collected based on your understanding of nutrition science and the participant's situation.

Integrate the information that you've heard with the information collected. (Tie the pieces together)

Ensure the information collected is relevant and complete.

Identify pertinent/relevant information versus un-needed information. (Compartmentalize)

Prioritize nutrition problems to be addressed.

Counsel based on identified need.

### Example

*This example was chosen intentionally to illustrate the importance of prioritizing when there are several nutritional problems present. Every Nutritionist may approach this scenario differently, this is merely an example.*

**Sample Assessment of Johnny:** 2 ½ years old. BMI: >95%ile. Still on the bottle. Refuses milk in the cup. Will not go to sleep without the bottle. Drinks 4-5 bottles (9 ozs) of whole milk daily. Wakes up at night screaming for the bottle. No signs of tooth decay. Anemia. Picky eater, does not like vegetables or meat.

**Problems:** Inappropriately drinking whole milk, excessive milk intake, bottle use, low iron, picky eater, overweight.

*Remember, there's a difference between nutrition education and goal setting. You can still provide information on a topic (your priority), but set a goal that's more in line with the participant's priority.*

**Possible Goals (in the Nutritionist mind):** Mom will offer Johnny 1% milk in a cup 3 times per day. Mom will offer water instead of milk when Johnny wakes up screaming at night. Mom will offer 2 iron rich foods daily. Mom will offer a Vitamin C rich food daily.

## **Use client to set goal**

**Use client to set goal** - the Nutritionist partners with the client to develop positive health outcomes by guiding the client to develop a goal or goals.

Determining where the client is in terms of the “stages of change” is an important element of this step.

### **Actions**

Reflect on what was said during conversation and/or counseling

Client’s interest

Find out what client is willing to do/work on. Partner with the client to identify goals.

Acknowledge or praise the accomplishment of prior goal(s).

### ***Example***

“So from all of things we have discussed today, Johnny refusing to drink milk from anything other than a bottle and it is affecting his nighttime routine. How do you feel about offering 1 % low fat or 2% reduced fat milk in a cup during the day and offering water in the bottle during the night?” “We also talked about the fact that Johnny is anemic and how that could be related to him drinking too much milk, and not eating meat and vegetables, are you willing to offer iron rich foods 2 times per day and at least 1 Vitamin C rich food daily?”

### ***Additional Examples of questions or statements to ask/review with client***

“Of all of the things we talked about today, what are you willing to work on?”

“Based on our discussion today, is there anything you will do differently?”

“Based on our discussion today, you are willing to work on \_\_\_\_.”

“Of what we talked about today, what do you feel you are most likely to try?”

“Is there anything else you would like to talk about today?”

## **Summarize**

**Summarize** – the Nutritionist summarizes what has been discussed and the goals that have been set. The VENA skill of Positive Health Outcomes is also applied during this step.

### **Actions**

Summarize the assessment and highlight goals.  
Review the agreed upon goals.

### **Examples**

“So I hear you saying that you are willing to work on switching Johnny from whole milk to 2% reduced fat milk, you will offer milk in the cup instead of a bottle, and give Johnny water when he gets up at night. You also plan to start giving at least 1 iron-rich food and 1 Vitamin C rich per day.”

*Notice mom’s goals were slightly different from the Nutritionist’s possible goals. These goals center on what is important to the participant and desired health outcomes.*

### ***Additional examples of Summary statements***

“So I hear you saying you would like to work on ...”

“I heard you say you want to ..., is that right?”

“Sounds like you would be willing to ..., is that right?”



<b>Expectations</b>
<b>Expectations</b> – the Nutritionist informs the client what will happen next.
<b>Actions</b> Let client know what you will follow-up on and when. Re-state the goal(s) objectively.
<b>Example</b> “The next visit we will follow-up on ( <i>the goals that were set</i> ) and talk about Johnny’s weight.”
<b>Remember documentation.</b> Careful, thorough documentation should be done to <u>facilitate communication</u> with other WIC staff, which allows for continuity of care and helps to <u>streamline workflow</u> . Good quality documentation allows the WIC staff to start discussions at subsequent appointments with the participant after only a minimal review of the previous nutrition assessment(s).