




WIC & YOU:
MAKING HEALTHY CHOICES
TOGETHER

Teach Your Staff to Fish: Using eLearning Technology

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Learning Objectives

- Develop an understanding of eLearning and identify how it can be used to facilitate staff training
- Describe the steps necessary for insuring high quality trainings
- Identify key components of the storyboard when planning module development and how they relate to production



Give a man a fish and
you feed him for a
day. Teach a man to
fish and you feed
him for a lifetime.

*~Old Chinese
Proverb~*



Step 1

- Choose a location.





What is eLearning?

- A broad term that refers to the use of technology in education and learning
 - An **educational approach** or tool that supports traditional subjects;
 - A **technological medium** that assists in the communication of knowledge, and its development and exchange



Approaches to eLearning

- Synchronus – Learning occurs in real-time with all participants interacting at the same time
- Asynchronus – Self-paced learning
- Linear learning – Learning occurs along a logical progression. Instructor is principle source of information
- Collaborative Learning – Allows students and instructors to work collaboratively, discuss ideas and promote information

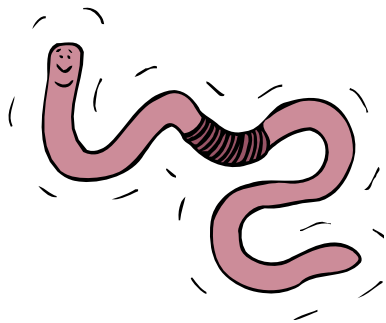
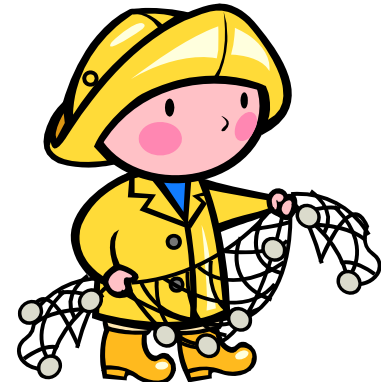


eLearning Technology

- Audio
- Video
- Computers, tablets, mobile devices
- Blogging
- Webcams
- Smartboards
- Screencasting

Step 2

- Choose your equipment:
 - Bait – Live or lures?
 - Hooks have to fit into the fish's mouth!
 - Weights or bobbers – depends on the water





Is eLearning the Right Option?

- Who are you trying to reach?
- What is the purpose of the training?
- What kind of information are you communicating?
- What technology is readily available?
- How big is your budget?

PA WIC Program: Staff Training Challenges

- Inconsistent Training Contributes to Inconsistencies in Clinic Operations
 - 24 Local Agencies
- Desire for more training
 - Small State Agency Staff
- Desire for training that is relevant to day-to-day operations



Facts and Figures About PA

- 10th Largest WIC Program
- 44,817 square miles
- 67 Counties
- 24 Local Agencies
 - Community Action Programs
 - Medical Centers
 - County Health Departments
 - Private, Non-profits



PA WIC Service Delivery System

- **67 Counties**
- **272 Total WIC Clinics**
 - 111 Primary Sites
 - 161 Satellite Sites
- **Total Staff in the Field – 894**
 - 413 CPAs
 - 481 Non-CPAs



Step 3

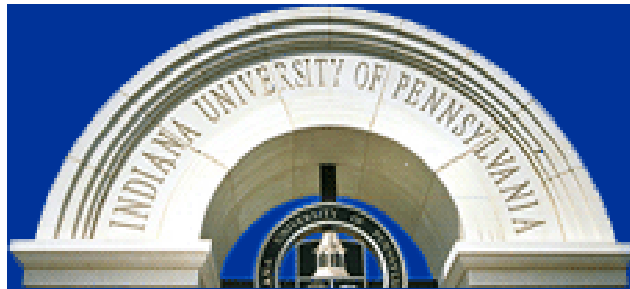
- Cast your line, or place it in the water, and wait...and wait....and wait some more!!



Theme for FY2007 Special Project Grants

“Revitalizing Quality Nutrition Services (RQNS) in WIC through a Focus on Implementation of Value Enhanced Nutrition Assessment (VENA)”

- Identified partners



- Wrote proposal.....



We got a bite!!

QWIC L.E.A.R.N.

L ocal

E fficient

A ccessible

R esponsive

N utrition education



QWIC LEARN - Mission

- To enhance the effectiveness and consistency of WIC Nutrition Services by:
 - “preparing staff to conduct quality nutrition assessment and develop (art and science) competencies that will ultimately also improve nutrition education” VENA guidance
- To develop a series of eLearning (highly interactive, blended media) modules focused on staff skills in conducting VENA.





QWIC LEARN - Modules

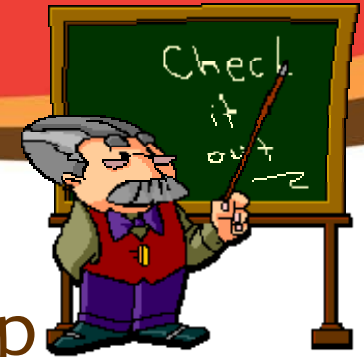
- **Development and Production**
 - Introduction to VENA
 - Anthropometric
 - Dietary Assessment
- **Development through storyboarding**
 - Biochemical / Chemical

Step 4

- Pull the fish in by pumping and lifting the rod vertically while simultaneously reeling.
- This is the step that requires the most careful and deliberate effort in fishing!
- Pull too hard and your line might break.
- Give too much slack, and the fish might get off the hook!



Instructional Design



- The practice of arranging content to help teachers most effectively transfer knowledge to learners.
- The process consists of:
 - Determining the current state of understanding
 - Defining the end goal of instruction
 - Using pedagogically tested theories of learning
 - Measuring outcome via directly observable evaluations

Development Tools

- Content Outline
- Storyboard
 - Slide number
 - Screen Text
 - Narration
 - Visual Assets
- Scripts for photo shoots & video





The Content Outline

- The first step in development
- Should provide a breakdown of topics and objectives
- Helps organize and structure the content
- Helps to inform decisions to insure flow within the learning module

**Dietary Assessment – Module #3 – Approximately 60 minutes
Content Outline & Learning Objectives**

1001

- I. Introduction (4 minutes)
 - A. Introduction
 1. Purpose of Dietary Assessment in WIC Nutrition Assessment
 2. Improve the Dietary Assessment Process
 - a. Effectively and efficiently collect dietary assessment information
 3. Introduce “Angela” – child followed by WIC for 2 years, BMI decrease from 100th percentile to 50th; illustrates positive impact WIC has on a child’s dietary intake.
 - B. Module content overview
 1. Importance of a dietary assessment
 2. Fit with VENA
 3. Components of a dietary assessment
 4. VENA process for a dietary assessment
 5. Increasing staff competencies
 - C. Module goals
 1. Why dietary assessments are important
 2. How dietary assessment fits into a value enhanced nutrition assessment
 3. The components of dietary assessment
 4. How to integrate competencies into the VENA process
 - D. Module navigation

2001

- II. The Importance of Dietary Assessment in WIC assessment (7 minutes)

2002

Learning Objectives:

- ★ At the conclusion of the dietary assessment module, the learner will be able to state the purpose of a dietary assessment as a component of a wide-ranging WIC assessment.
- ★ At the conclusion of the dietary assessment module, the learner will be able to describe the WIC dietary assessment process.
 1. All WIC Nutrition Risks have a component that can be influenced by diet (wouldn’t be allowable risk if it wasn’t something WIC benefits could not address).
 2. The ART of Dietary Assessment
 - a. No ‘right’ way to do dietary assessment (unlike anthropometrics where you can take an “accurate” measurement)
 - b. Completeness of a dietary assessment to get a full picture – not a partial picture.
 - c. The Challenges and Limitations of Dietary Assessment – IOM
 - Caution using quantified information as a basis for determining eligibility for the program
 3. The Importance of WIC Dietary Assessment: WIC health outcome expectations.
 - a. In the past we looked for deficiencies and how individuals/families were eating right/or wrong. Now focus is on improving dietary behaviors to optimize growth, development and health.

The Storyboard

- Originally developed in the 1930's by Walt Disney Studios to assist in developing animation
- They were used to help tell a story in sequence, and consisted mostly of sketches or pictures



The Storyboard Matrix

Title: Dietary Assessment Module						
Version: June 28, 2010 – NQ (JPL)						
Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
Introduction						
1	1001	Introduction: Welcome	<p>QWIC LEARN: Building Competent WIC Staff</p> <p>DIETARY ASSESSMENT</p> <p>This module was supported by USDA, Food & Nutrition Services, Grants Management Division through the WIC Special Project Grants Program FY2007</p>	<p>Welcome to PA WIC's e-learning module on Dietary Assessment for the USDA's VENA initiative.</p> <p>In the Introduction to VENA module, you learned that a WIC assessment centers around information collected in six categories. This module will focus on one of them – Dietary Assessment.</p>	<p><i>1001a graphic: Include: (PA WIC Logo)</i></p> <p><i>- not in frame</i></p>	
2	1002	Introduction: Assessment & Outcome Expectations	<ul style="list-style-type: none"> ▪ Dietary Assessment is a critical piece of WIC ▪ Improving the Dietary Assessment process provides better nutrition services ▪ "Angie" - Case Study 	<p>In WIC, Dietary assessment is critical because WIC is a nutrition program. It's not just about getting food, but about helping people make behavior changes.</p> <p>After all, food choices can have both short and long-term effects on health status.</p> <p>Improving the Dietary Assessment process will help WIC staff provide better nutrition services. Better WIC services help participants achieve better outcomes.</p> <p>Meet Angie! With her help, we'll explore Dietary Assessment and how you can best use this information in WIC.</p>	<p><i>1002a photo: Picture of wic staff showing food models to participant 1002a.jpg</i></p> <p><i>1002b photo: Picture of wic staff showing brochure (food list) to participant 1002b.jpg</i></p> <p><i>1002c photo: Picture of Angie. 1002c.jpg</i></p>	
3	1003	Introduction: Overview	<ol style="list-style-type: none"> 1. Importance of Dietary Assessment 2. How Dietary Assessment 	<p>Let's explore how this module is divided. Its contents are broken down into the following</p>	<p><i>1003a graphic: show cover of VENA guidance document.</i></p>	<p>Menu items:</p> <ul style="list-style-type: none"> • Introduction • Importance of

Script for Photo Shoot

Slide Number	Shot	Variations	Picture taken? (X)	Initials	Date
1003	<p>3 Photos:</p> <p>The aim to show a picture of WIC Staff in dialogue with WIC participant. Setting should be a typical WIC office for assessment.</p> <p>Picture is taken looking at WIC staff member, with participant's head/computer in forefront of shot. Focus is on WIC staff member – smiling.</p> <p>Could also include action shots of participants being weighed and measured, or of hemoglobin test being done.</p> <p>CLINIC PHOTO.</p>	<p>Multiple angles; indoors; landscape</p> <ul style="list-style-type: none"> Focus on WIC staff face with view of rear of participant's head Focus on WIC staff face, but show participant's head in profile Photo of WIC staff doing a height measurement with the stadiometer. Photo of WIC staff doing a weight measurement. 			
2001	<p>WIC staff member greeting participant in the waiting room. Staff member is smiling, hand on mom's shoulder, holding a chart.</p> <p>STAGED PHOTO.</p> <p><i>Capture emotions: Safe, professional, but not cold</i></p>	<p>Photo 1: Multiple angles, indoors; portrait</p> <ul style="list-style-type: none"> Looking up at WIC staff from participant's view. Camera at a level so there is no looking up to staff or looking down at participant. Angle the shot so it appears to be from the WIC staff's perspective, but still show WIC staff's face. 			

Video Script

Title:	VENA Video Script				
Version	January 21, 2010				
Setting	WIC office				
Actor Info					
KEY:	Counselor = C / Participant = P				
Screen #	Video Clip Topic	Video Screen Text	On-camera Narration	Shot Direction	Editing Instructions
Current Video Section 1 (currently, one entire video segment in 6001 section)					
V1	<p>Opening conversation for “D” Continuity of care</p> <p>Anthropometric Assessment and discussion</p> <p>Environmental</p> <p>Anthro Assessment and Explanation</p> <p>Progress – positive change over time meeting “goal” of growing into weight</p>		<p>C: Hi Julia! How are you?</p> <p>P: Not bad, not bad...</p> <p>C: That’s good! How’s Angie doing?</p> <p>P: Oh, she’s doing <u>good</u>. She’s still picky though. I don’t know why, but she just doesn’t like to eat anything!</p> <p>C: Well in our past appointments, we’ve talked a little bit about Angie’s eating habits and your concerns with her being a picky eater...and about grandma, the fluids. We’ve talked about several things.</p> <p>In the past, you’ve said that you weren’t really concerned with her weight. Is that still true?</p> <p>P: Well, only because her dad and I are really big. So, I just figured she’d be the same way.</p> <p>C: Do you mean “big” as in “tall?”</p> <p>P: Well, heavy too.</p> <p>C: Mm-hmm.</p> <p>P: Although, you know, I guess I’m not so worried about her right now. <u>Ummm</u>, when I watch Angie with some of her little friends, she seems to look just like them.</p> <p>C: Mm-hmm.</p> <p>P: And, she’s not really getting picked on or anything.</p> <p>C: Well, she’s a tall girl!</p>	<p>VIDEO CLIP: Back in staff office.</p> <p>Angie playing with a toy in the background. Staff and mom sitting around desk. Staff needs to be relaxed and easy-going in her approach; matter of fact.</p> <p>Focus on positive tone rather than negative, punitive or judgmental. Staff shows compassion and body language/tone of voice are all non-threatening. And finally, did you pick up on staff’s body language and tone of voice? Staff was compassionate and friendly, and her</p>	<p>Staff recognizes that BMI is still elevated and child visibly overweight. Staff decides to build rapport and ask mom questions to obtain information from other assessment categories. For example; ask what a typical day for Angie is like (get sense of eating habits, physical activity, medical conditions, etc.).</p>



Development vs Production

- **Development:** Picking your fishing hole, selecting your bait, casting your line and being patient until you get the bite and set your hook!
- **Production:** Bringing the fish in and scooping it up with the net!

Development Phase

- **Brainstorming & editing!**
- **Content outline**
 - Learning objectives
 - Major themes
- **Storyboard**
- **Case study/video script**
- **Visual aids**
 - Pictures (photo shoot)
 - Layout
 - Color schemes; screen text; etc.

**Continuous collaboration throughout process!*

Production Phase

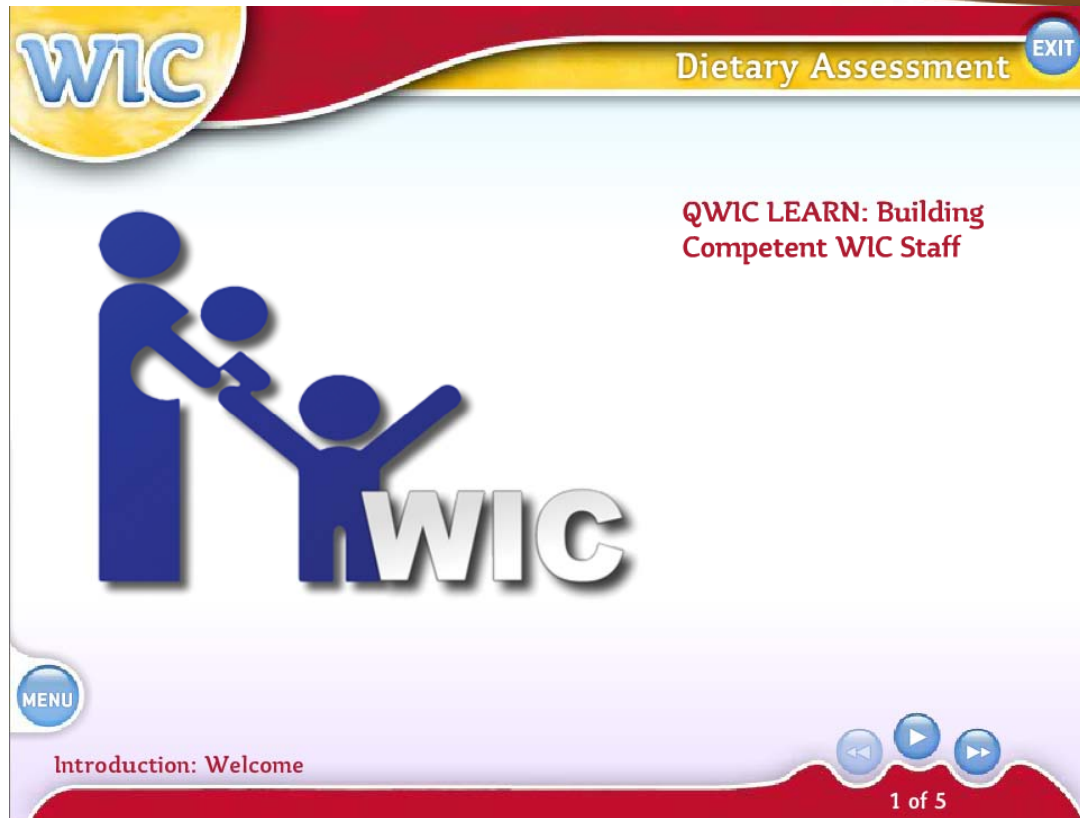
- Conduct still photo shoot
- Place visual assets on storyboard
- Complete narration
- Film video
- Turn it over to the developers!



Step 5

- Shorten the line as much as possible
- Get the net under the fish and scoop it up!





<http://Dietary Assessment Module>

Deep Sea vs Pond Fishing

- Deep sea fishing is very expensive
- Anyone can fish in a pond
- The steps in the process remain the same
- May have make adjustments for the bait and tackle



Are You Ready To Fish?

Feeding Your Toddler

Children between 1 & 3 years old are considered toddlers

- It is normal for a child to have less of an appetite at this age.
- Slower growth means less of a need for food.



Weight Gain During Pregnancy

A Steady Pace...

- Hemorrhoids
- Varicose veins
- Stretch marks
- Backaches
- Fatigue
- Indigestion
- Shortness of Breath



Picky Eaters: What can you do?

Whose Job is it?

- Parents are responsible for providing children with food
- Children are responsible for HOW MUCH food they eat
- **Always Remember:** Having a picky eater does not make you a bad parent

Picky Eaters: What can you do?

Habits of a Picky Eater:

- Not eating enough or not eating at all
- Snacking all day long and not eating a "real meal"
- Eats only certain foods
- Throws tantrums around meal time



Picky Eaters: What can you do?

- Being a picky eater is common for children 2-6 yrs old
- At this stage they want to make decisions themselves
- Mealtime is a perfect chance for children to have power and decide what goes into their bodies





In Summary

- Understand the needs of your learners
- Determine the right method of delivery
- Develop an outline
- Use a storyboard matrix
- Remember the power of the picture
- Pay attention to details
- Leverage technology, don't rely on it





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Questions???

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