



PCS Counseling Skills

Counseling Skills – Common skills used in providing Participant Centered Services

Demonstration of Skill – Examples of what these skills look like or sound like in WIC

Counseling Skill	Demonstration of Skill
<p>Building Rapport: Establish relationship with the participant by clearly communicating and creating expectations, while helping the participant to feel in control</p>	<ul style="list-style-type: none"> • Greet the participant • Introduce yourself • Indicate expected length of the appointment • Set the agenda • Ask permission to proceed
<p>Active Listening: Focus on the participant and minimize outside distractions.</p>	<ul style="list-style-type: none"> • Listen with undivided attention • Establish eye contact • Have an open expression • Stand or sit in a relaxed but attentive manner • Speak in a warm tone • Use computer as a tool, limit screen time
<p>Collaboration: Lessen participants resistance or “push back. Increase collaboration with participant in making behavior change.</p>	<ul style="list-style-type: none"> • When a participant feels ambivalent (two ways) about some of their behaviors, help the participant explore that • Do not push a participant to make changes. The participant is responsible for change • Encourage participants to talk about their own reasons for change • Use an empathetic style based on cooperation, warmth and non-judgment
<p>Identify Change Talk: Listen carefully for a participant’s own reasons for making a change. It signals that a person is thinking about an attitude or a behavior change</p>	<ul style="list-style-type: none"> • Listen to a participant for their own reasons they may want to make a change • Listen for talk about desires, ability, reasons, fears and needs • Use reflective listening to reflect the change talk back to the participant

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<p>Open-ended Questions: Use open-ended, non-judgmental questions to engage participant and encourage deeper conversation</p>	<ul style="list-style-type: none"> • Ask questions that require more than a “yes” or “no” or short answer • Questions asked in a way that is open, inviting, and accepting • Aim for 50% of questions to be open-ended • Try to have participant talk twice as much as you
<p>Affirmations: Seize appropriate opportunities to make (genuine) affirming statements to help build rapport and establish relationship.</p>	<ul style="list-style-type: none"> • Affirm a trait, attribute or strength of the participant or on their effort towards a healthy behavior • Focus on strength, abilities or efforts that support positive change • Increase confidence in ability to change; show support and respect
<p>Reflective Listening: Let the speaker know that you have been listening and helps you check your understanding of what is being said or the emotion behind it.</p>	<ul style="list-style-type: none"> • Repeat or rephrase what the person says in similar words • Paraphrase, making a guess to the unspoken meaning • Paraphrase, emphasize the emotion through feeling statements
<p>Explore/Offer/Explore: Identify the participant’s knowledge and experiences before providing information. Eliminate redundancy in educational efforts.</p>	<ul style="list-style-type: none"> • Explore what the participant already knows, or would like to know. “What do you already know about ___?” “What have you heard about___” • Offer information in a neutral, nonjudgmental manner • Explore about the participant’s thoughts, feeling and reactions. “What do you think about this information?” “What was new or useful?” “How might you use this information?”
<p>Summarizing: Summarize what has been said and ask for feedback to see if you have correctly identified participant’s concerns.</p>	<ul style="list-style-type: none"> • Tie together what has been said • Reemphasize important points or change talk • Check for understanding “Did I get it all?” “Did I miss anything?”
<p>Goal Setting: Help participants set goals for achievable behavior change. Goals provide a target to aim for and help establish priorities</p>	<ul style="list-style-type: none"> • Ask questions to help participant clarify the change they want • Help participant determine how to achieve a behavior change “How would you do that?” “Would you like to try___?” “So, what do you see yourself doing next?” “What will be your next step?”