



PARTICIPANT-CENTERED NUTRITION ASSESSMENT

Sponsored by: Minnesota Department of
Public Health-WIC

Presented by: Altarum Institute and
Karen Deehy, MS, RD
Betsy Lundmark RD, LD
Katie Galloway, MBA, RD, LD, IBCLC
Sue Santosuosso, MS, RD, CLC



THE PLAN

- Purposes of nutrition assessment
- Challenges within assessment
- Strength-based vs deficiency- based nutrition assessment
- Confidence and self-efficacy
- Evoking inner strengths
- Reducing feeling of judgement
- Supporting efficient and effective assessment



Purposes of Nutrition Assessment

- Tailoring the conversation
- Evoking motivation / hopes for the future
- Identify applicable risks
- Identifying resources / strengths
- Targeting opportunities to build confidence / self-efficacy
- Documentation and continuity of care

Potential Challenges with WIC Nutrition Assessment

- Risk-focused
- Feeling of judgement
- Assessment-dominated appointment

“Maybe making more of a relationship as opposed to them lecturing would not make you feel bad, because it’s basically like you’re going through this checklist that they have and they’re telling you everything you do wrong.”

- WIC Participant

Strength-Based Nutrition Assessment



Strength-Based Nutrition Assessment (Table)

Deficiency-Based Assessment	Strength-Based Assessment
Focus is on risks, problems	Focus is on strengths (internal and external) and solutions
Participant is viewed as needing to be 'fixed'	Participant is viewed as having potential to be developed (future-oriented)
Counselors are 'experts' that have the answers and educate participants	Relationship based on collaboration; participant is capable of determining their own priorities
Focus is narrow - the solution to the risk	Focus is on the whole person in the context of their larger environment (highly individualized)

Internal and External Strengths

Internal

- Interests
- Talents, abilities
- Skills, competencies
- Knowledge base
- Aspirations, goals
- Character strengths

External

- Family support and involvement
- Home resources
- Community resources
- Friendship and social support
- Opportunities for participation and collaboration

Confidence and Self-Efficacy

- **Self-Confidence:** having trust in oneself
- **Self-Efficacy:** a person's belief in their ability to accomplish some specific goal or task



More Confidence and Self-Efficacy

- How
 - Affirmations
 - Open-ended questions
 - Confidence ruler
 - Goal setting
 - Information / resource sharing



ASSESSING CONFIDENCE

“I think you have to listen to the little things. I had a mom talk about her baby that was in the NICU and her experience with special needs babies in the past since her mom did foster care while she was growing up. It helped me to assess her comfort with special needs or babies that were more fragile. She then went on to say she was feeling comfortable with her ability once the baby could come home.”



1

Let's Take a Poll (first)

Scenario:

"I only get about 2-3 glasses of water a day. I'm just so busy I forget."

2

What is a follow-up question that could help to determine how to help this person increase self-confidence or self-efficacy?

3

Evoking strengths, goals, resources (1/2)

- Frame the approach
- Be curious
- Ask open-ended questions
- Look at previous notes – continuity of care
- Use PCS skills – active listening, reflecting, affirmations



EVOKING STRENGTHS, GOALS, RESOURCES (2/2)

- *Starting with simple questions and being friendly. I had a family that was somewhat closed off at first but talking with them in a nonjudgmental tone helped to get them to open up.*
- *Asking what is going well with their eating habits.*
- *...ask about the client's knowledge of the topics to find out what they already know to avoid wasting time repeating it...*
- *Starting off assessment with "is there anything you wanted to make sure we discuss today?" Look at previous notes and ask if those goals are met, and/or if they are still important.*



Reducing Feelings of Judgement

- Be genuine and genuinely curious
- Normalize
- Hold education
- Avoid interrupting
- Respect other points of view / affirming autonomy
- Respect/ask about culture
- Empathize





Assessing
height /
weight /
growth

— *“They shouldn’t look at the chart and say, ‘your child’s obese,’ they really should know more about your child, their bodies ... some children are taller than others, some children as thin as a pencil and they can eat like a horse. So I think they should look at more than just measuring.”* – WIC Participant

— *“They should stop focusing on the weight thing. I feel like if they focused a lot more on talking about how your kid’s diet is and that they’re actually having fruits and vegetables and things that are healthy for them and just making sure that they’re getting what’s healthy, then it shouldn’t matter what they weigh....”* – WIC Participant

REDUCING FEELINGS OF JUDGEMENT

- *Give praise for things done well. Reassure the parents that what they are experiencing is something that many families experience...*
- *Don't educate during assessment, let parent talk, acknowledge their goals/parenting beliefs, repeat back to them, making sure you understood correctly.*
- *Respect others' culture and point of view - focus on client's need.*
- *Being genuine, showing interest in the client and their family, asking open-ended questions, clarifying, listening, avoiding interrupting the client, being respectful and professional.*
- *I can say things like "that's a common issue" or empathize with what they're going through.*



1

Let's Take a Poll (second)

Scenario:


CPA: What is your timetable for weaning her off the bottle?

Participant: I know your going to say - that I should have done it already. But it's a comfort to her, and like I said, we have a lot of things going on right now.

How would you respond?

2

3



Improving the Experience and Efficiency of Assessment



Dakota County WIC

KATIE GALLOWAY &
BETSY LUNDMARK





Phone Appointments – The New Norm

Doing visits over the phone does not have to impact the quality of service you provide.

Things to consider:

- Create an environment for your success
- Limit background noise and distractions
- Unable to see nonverbal cues- still smile!
- Cannot use visuals to explain things
- Allow space and time for silence

Efficient, yet effective assessments ARE possible!

May require a shift in thinking

What do we need to do differently while working with clients over the phone?

What do you know?

What don't you know?

What do you want to know and why?



Tips for Success

Prepare

- Review chart, any history of growth issues/low hemoglobin?
- What were the previous concerns or plan?

Set the Agenda

- Explain what the appointment will entail, how it may be different from in person
- Length of phone call
- Elicit concerns from participant

Focus on Strengths

- Option for note taking: Strengths, Concerns, Plan
 - Use strengths in affirmations



More Tips for Success

Assessment Questions

- **Address the current situation**
 - What, if anything, has changed about their eating habits?
 - How have routines changed in your household?
- **Health/growth assessment may require more probing**
 - How are their pants/shirts fitting?
 - When was the last time their weight was checked, at the clinic or at home?
 - At their last appointment, what did the doctor say about their growth?

Recognize Change Talk

- “I wish I could exercise more” “We really should eat more vegetables as a family”
- Probe for more information
- **Make a note** to return to this

Adapting the ABCDE Tool to your style

A	100's Anthropometric = HT/WT, % tiles <ul style="list-style-type: none"> <input type="checkbox"/> Feelings about your child's growth/your weight? <input type="checkbox"/> Doctor feedback about your/your child's weight? 								
B	200's Biochemical = Blood Tests <ul style="list-style-type: none"> <input type="checkbox"/> MD & iron level? <input type="checkbox"/> Lead test? 								
C	300's Clinical = Health/Medical Conditions <ul style="list-style-type: none"> <input type="checkbox"/> Health conditions (i.e. diabetes, hypertension, food allergies, surgeries) 134,343,353,355,357,359,360,others <input type="checkbox"/> Medications-357 <input type="checkbox"/> Oral/dental health issues-381 <input type="checkbox"/> Immunizations & well-child checks (infants & children) <input type="checkbox"/> Depression (women))-361 								
D	400's Diet and Nutrition <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">MOM</th> <th style="width: 33%; text-align: center;">BABY</th> <th style="width: 33%; text-align: center;">CHILD</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Supplements (iron, folic acid, Vit. D, iodine, herbs)-427D,427A <input type="checkbox"/> Special diet-427B <input type="checkbox"/> Appetite <input type="checkbox"/> Eating patterns <input type="checkbox"/> Pica-427C <input type="checkbox"/> Milk intake & type <input type="checkbox"/> Food safety-427E (pregnant only) <input type="checkbox"/> Breastfeeding-602 </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Supplements (iron, Vit. D, herbs)-411K,411J <input type="checkbox"/> Appetite, hunger/satiety-411D <input type="checkbox"/> Solid foods/beverages <ul style="list-style-type: none"> o Plan/what/how/ when-411C,411D <input type="checkbox"/> Breastfeeding <ul style="list-style-type: none"> o Frequency-411G o Describe o Pumping-411I <input type="checkbox"/> Formula feeding <ul style="list-style-type: none"> o Oz./day o Preparation411I,411F <input type="checkbox"/> Bottle use-411B <input type="checkbox"/> Drinking water/fluoride content-411K <input type="checkbox"/> Food safety-411E </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Supplements (iron, Vit. D, herbs)-425H,425G <input type="checkbox"/> Special diet-425F <input type="checkbox"/> Appetite, hunger/satiety <input type="checkbox"/> Age appropriate feeding practices-425D,425F <input type="checkbox"/> Types of foods <input type="checkbox"/> Pica-425I <input type="checkbox"/> Variety, frequency, amounts <input type="checkbox"/> Beverages-425C,425B,425A <input type="checkbox"/> Milk type & amount <input type="checkbox"/> Drinking water/fluoride content-425H <input type="checkbox"/> Bottle/cup use-425C <input type="checkbox"/> Food safety-425E </td> </tr> </tbody> </table>			MOM	BABY	CHILD	<ul style="list-style-type: none"> <input type="checkbox"/> Supplements (iron, folic acid, Vit. D, iodine, herbs)-427D,427A <input type="checkbox"/> Special diet-427B <input type="checkbox"/> Appetite <input type="checkbox"/> Eating patterns <input type="checkbox"/> Pica-427C <input type="checkbox"/> Milk intake & type <input type="checkbox"/> Food safety-427E (pregnant only) <input type="checkbox"/> Breastfeeding-602 	<ul style="list-style-type: none"> <input type="checkbox"/> Supplements (iron, Vit. D, herbs)-411K,411J <input type="checkbox"/> Appetite, hunger/satiety-411D <input type="checkbox"/> Solid foods/beverages <ul style="list-style-type: none"> o Plan/what/how/ when-411C,411D <input type="checkbox"/> Breastfeeding <ul style="list-style-type: none"> o Frequency-411G o Describe o Pumping-411I <input type="checkbox"/> Formula feeding <ul style="list-style-type: none"> o Oz./day o Preparation411I,411F <input type="checkbox"/> Bottle use-411B <input type="checkbox"/> Drinking water/fluoride content-411K <input type="checkbox"/> Food safety-411E 	<ul style="list-style-type: none"> <input type="checkbox"/> Supplements (iron, Vit. D, herbs)-425H,425G <input type="checkbox"/> Special diet-425F <input type="checkbox"/> Appetite, hunger/satiety <input type="checkbox"/> Age appropriate feeding practices-425D,425F <input type="checkbox"/> Types of foods <input type="checkbox"/> Pica-425I <input type="checkbox"/> Variety, frequency, amounts <input type="checkbox"/> Beverages-425C,425B,425A <input type="checkbox"/> Milk type & amount <input type="checkbox"/> Drinking water/fluoride content-425H <input type="checkbox"/> Bottle/cup use-425C <input type="checkbox"/> Food safety-425E
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E	900's Environmental/Other Factors <ul style="list-style-type: none"> <input type="checkbox"/> Physical Activity <input type="checkbox"/> Safety/Abuse -901 <input type="checkbox"/> Drug/Alcohol Abuse -372,902 <input type="checkbox"/> Foster Care - 903 <input type="checkbox"/> Smoking: maternal or in home - 371, 904 								

TIPS FOR USING THE ABCDE TOOL

- *We keep laminated copies in all of our clinic rooms to refer back to during assessments. Pick and choose a few questions ahead of time that you want to make sure you include.*
- *Review the ABCDE tool from time to time to [prevent] forgetting ...*
- *Setting the agenda with client --so they know what to expect; using the Nutrition Assessment section in Hubert; providing education at end of assessment.*

Digging Deeper

- Don't assume
- Ask open-ended questions
 - Around motivation
 - Around knowledge-base





Remodeling the Assessment Process

- Environment
- Process
- Staff Development

Olmsted County WIC

Sue Santosuosso, MS, RD, CLC



Olmsted County - Nutrition Assessments



PCS SKILLS-BASED



**UTILIZE NUTRITION
ASSESSMENTS TOOLS**



**COLLABORATIVE
ENVIRONMENT**

Nutrition Assessments: **TRAINING**



All staff trained in PCS



PCS mentoring



“Friendly” observations



Continuous feedback and practice



OARS trainings at team meetings



PCS at forefront of NA goals

Nutrition Assessments: **COMMITMENT**



Performance requirement



Staff evaluations with PCS observations



Small/baby steps



Strengthened nutrition assessments

Nutrition Assessments: **ENVIRONMENT**



Infrastructure funding: clinic room remodel



Obj 1: Collaborative learning space



Obj 2: Family-friendly



Obj 3: Organized & consistent



Goal = participant-centered environment

Collaborative Space

- Remove barrier of desk
- Flexible for staff-client proximity
- Less focus on computer & more eye contact
- Knee-to-knee engagement
- Conversational approach



Family-Friendly Seating

- Comfortable seating
- Accommodate families
- Ideal for moms with babies
- Children's play space nearby





Organized & Consistent

- Easy access to NA tools
- Nutrition and breastfeeding messaging
- Rooms set up same way
- Shift in tone for clients





Up & Up: Kids Multivitamin Gummies (Complete & Sour) Age: 3+		Vitamin Iron
Up & Up: Kids Multivitamin Complete Chewable Tablets Age: 2+		Vitamin Iron
Nature Made: Children's Multivitamin Gummies with Iron Age: 4+		Vitamin Iron
Walgreens: Children's Multivitamin Gummies Age: 2+		Vitamin Iron
Centrum Kids: Complete Multivitamin Age: 2+		Vitamin Iron
Equmate: Children's Multivitamin Gummies Age: 2+		Vitamin Iron
Nature Made: Children's Multivitamin Complete Chewable Tablets Age: 2+		Vitamin Iron
Sundown Naturals: Kids Complete Multivitamin Gummies Age: 2+		Vitamin Iron
Disney: Complete Multivitamin Gummies Age: 2+		Vitamin Iron

COMPLETE QUESTION FORMAT

Pregnant Woman

A 100's Anthropometric = HT/WT, % tiles (Anything related to weight)

- What has your doctor said about your weight?
- What are your thoughts on your weight?

B PROBE for participant's feelings on weight change.
200's Biochemical = Blood Tests (Anything related to blood)

- (If low Hgb) What has your doctor said about your anemia?
- (If low Hgb) What do you know about anemia?

C 300's Clinical = Health/Medical Conditions (Anything related to medical conditions, doctor access)

- What has your doctor said about your health?
- Do you have any concerns in regards to your pregnancy?
- How does this pregnancy compare to your previous pregnancies?
- Do you have any medical or nutritional issues being treated for such as food allergies, surgery, diabetes or hypertension?
- What medications are you currently taking?
- Are you experiencing depression or anxiety?
- Do you use any street drugs?
- Do you use any alcohol?

D 400's Diet and Nutrition

- What makes you the most satisfied with your eating pattern?
- PROBE for eating pattern
- How is your appetite?
- What vitamins or supplements are you taking?
- Are you following a special diet?
- Do you have any cravings?
- Are you eating any caffeine or alcohol?
- Are you eating any sugary beverages?
- What have you heard about nutrition?

E 900's Environmental

- Are there time constraints on your diet?
- Do you feel you are eating healthy or food at the moment?
- What are your favorite foods?



Fish

Eggs



Peanut Butter



Tofu



Chicken



Peas and Legumes



Meat



Bologna



Infant Meat Sticks



Hot Dogs



Deli Meats / Cold Cuts





Before...

After...



SUMMARY

The combination of PCS training, mentoring and practice, in addition to the creation of a collaborative learning environment has helped Olmsted County WIC reach our goal of performing strength-based nutrition assessments within a PCS framework, using a conversational approach.



Transitioning to Nutrition Education

Nutrition
Assessment

Nutrition
Education



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Thank You!