



# VENA Views

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Value Enhanced Nutrition Assessment—Volume 2

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## GO for the GOAL!

One of the most challenging components of practicing VENA is goal-setting. This can be intimidating for everyone. Many providers' goal has become to help their participants be able to set goals. Goals require outcome, and no one wants to fail. They should be set to be accomplished, to feel good about one's self so that it is exciting to set another. If a goal becomes an obstacle, it should be re-evaluated.

Goal-setting can be easy for some and difficult for others. If a goal is set correctly, it can impact lives positively and help accomplish things never thought possible. Part of what seems so scary about a goal is the word itself. Some cultures don't even understand what a "goal" is. So think of it as a plan, a challenge, or better yet..... a "change"! To improve your participants' health outcomes read on to find out how to help them set S.M.A.R.T. goals.

### S.M.A.R.T. Goals are: (Specific, Measurable, Attainable, Realistic, and Timely)

\* **Specific** goals give a clear picture of what the outcome should be. You start by asking what change they want to see and why it is important. Their answer helps you identify the core of the goal. A general goal would be, "eat more fruits and vegetables." A more specific goal would be, "eat 3-5 fruit/veggies daily, one with each meal/snack." Specifying the number of servings and times per day makes it clear and simple.

\* **Measurable** goals assess progress or even any improvements. If it answers how much or how many, it tells you when you will know the goal is accomplished. It can be measured by the number of times it is being done daily.

\* **Attainable** goals should be set high enough to give the participant a feeling of accomplishment when reached but not so high that they will feel defeated if not. They need to feel encouraged, not discouraged, because of goal-setting.

\* **Realistic** goals are those that the participant is not only willing, but able to achieve. This includes designing a plan that may remove any obstacles that would keep them from reaching the goal. For example, purchasing enough fruits/veggies to have one with each meal or discussing inexpensive options, may give the participant a way to see how the goal can be met.

\* **Timely** goals have a timeframe in which to accomplish the goal, otherwise they have no sense of urgency, which may lead to a lack of commitment to get started.

**So now you know how to help your participants be successful.... Create SMART goals!**

(Special Thanks to Texas WIC for linking SMART goals to VENA)

# Probing Questions



Are questions that explore for:

- C**larification and completeness
- A**ccuracy
- R**elevance and repetition
- E**xamples, extension, emotion, evaluation

What did you mean by...

Why do you....

Tell me more about...

## Defined as:

Follow-up questions that ask for additional information, request the participant to expand on what she has said, or ask her to go deeper. Using probing questions can be helpful in increasing understanding, since most participants need to be encouraged to go beyond what they have said to help providers understand their deeper feelings, and opinions.

## Key Elements:

- \* Use to seek more detail on what you want to discover
- \* Changes participant responses from reactive to reflective
- \* Empowers the participant to solve her own dilemmas by challenging her assumptions and rethinking her practices

## CAUTION:

Digging for the “heart” of the issues



## I CARE Exchange

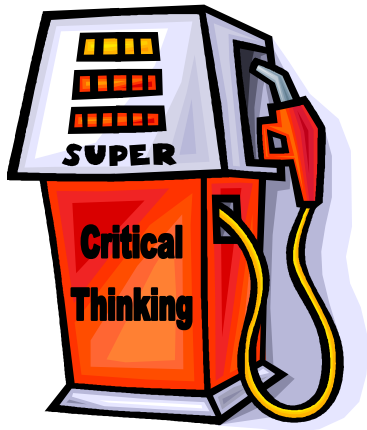


### What kind of “goals” do you write for a newborn?

Again, the word “goals” can be challenging, almost intimidating, for some people. Try using different words. For example: What “changes” would you like to see in your baby over the next 3 months? Surely mom would like to see some changes, even weight gain or growth.

Another suggestion would be to use circle charts (See VENA Views Volume 1). You may gather throughout the session that the mother needs some education or encouragement in certain areas. She may not be aware that she is displaying some unhealthy practices. For example: She may be adding cereal to her baby’s bottle or you may observe that she is propping her baby’s bottle rather than holding him. She may be considering weaning from breastfeeding because things are getting difficult. She may think 48 ounces of milk a day is okay for her baby who is gaining weight a little too rapidly.

It is okay to write some of these concerns in your circles. You want to display these in a non-judgmental, unbiased way. Some examples would be: When to start solids, When to hold your baby, Tips for breastfeeding success, How much to feed my baby or Hunger cues. Any of these may spark the participant to ask more questions about that topic. Once they realize that their practices may not be the healthiest choices, they may decide to try to change them. However, if not, circle charts still provide you a guide for nutrition education. Keep the VENA questions coming. Email them to: [mandy.jones@adph.state.al.us](mailto:mandy.jones@adph.state.al.us)



# Fill your tank

This VENA Views edition would like to review two recent topics that challenge your critical thinking skills.

- \* **What are appropriate things to put for “Follow up” on the Nutrition Assessment form? Is “Class/web” okay? Or do we need to put more?**
- \* **What do we do about concerned parents that have an underweight child 2 years or older whose milk is being changed from whole to a lower fat choice?**



## ..... Follow Up. ....

The instructions for this section state to record your “plan of care.” Remember that whether your clinic has one provider or many, this section should communicate to the next provider which topics need to be re-addressed when that participant is seen again. This could be related to their goal, or it may be completely different.

Also remember that when this form was introduced, many of you were seeing participants face-to-face at their SNE’s. We now have many options for SNE’s (classes, web, kiosks). The next time a provider looks at that form to “follow up” may be at their next recertification.

Think of the goal and follow up sections as conversation starters for the next visit. Is “Class/web” gonna tell you anything about their previous visit? Maybe the class or web topic will be related to their goal. If so, write “class/web”, and at their next certification ask what they learned and if it helped.

Some other follow ups may not be related to the goal. Maybe the provider spent a good deal of time talking about weaning off a pacifier or bottle or sippie cup, yet that was not the goal. Use this to ask how things are going with the weaning, and also discuss their previous goal. Or maybe they were planning on taking their child to the dentist but that was not their goal. Follow up. Maybe the participant barely talks. In this case, a good follow up might be to “encourage participant to ‘open up’.” This will alert the next provider that communication might be a challenge.

Use your critical thinking skills and get creative with the follow up section. Make it useful to YOU!



## Whole Milk vs. Low-fat . . . .

The general consumer does not realize that the only major difference among the nutrients in milk is the fat. Protein, Vitamin A and D, and calcium contents are generally the same. However, the word “whole” makes many think, “This is the “complete” version of milk. Anything less must not be the ‘best’. Why are you giving my child less than the best?”

For an underweight child, try discussing with the parent that switching to 2% milk may be the best option for them. Remind them that 2% milk is not LOW-fat milk. It is only 25-30 calories less per 8 oz. cup, and all these calories come from fat. Just because their child needs to gain weight, does not mean they need to get the extra calories from fat. As growing children they need more protein. The amount of protein is the same for all types of milk.

If this does not seem to work, try encouraging them to add something healthy to the 2% milk to make it higher in nutrients than even the whole milk. For example, an instant breakfast additive that makes it chocolate or strawberry (not syrup). Other examples may be to add some fruit or peanut butter (both they can get from WIC) with some yogurt or ice cream and make a tasty smoothie! Many children love these, especially if they can help make it.

Learning to roll with resistance is one of the most challenging skills. However, putting your critical thinking into practice can help you overcome obstacles when they occur.

Remember, part of critical thinking is combining all that you know with information the participant gives you, and coming up with a plan “together” that could work for everyone!

# Happy Holidays



## Turkey Talk

Feed your face with these "hidden" treats

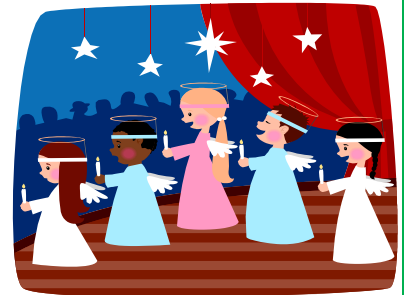
- T A D Turkey and Dressing
- S P C \_\_\_\_\_
- G G \_\_\_\_\_
- C S \_\_\_\_\_
- C B S \_\_\_\_\_
- G B C \_\_\_\_\_
- C O T C \_\_\_\_\_
- P P \_\_\_\_\_



~We are truly **THANKFUL** for all your hard work and continued efforts in WIC~  
Wishing you all a very **HAPPY** Thanksgiving with your families!

## Can You Unscramble these Christmas Carols?

1. Lets thin gin \_\_\_\_\_
2. Jill lens beg \_\_\_\_\_
3. Again wean army \_\_\_\_\_
4. Flee this torn \_\_\_\_\_
5. Fatter hymns swoon \_\_\_\_\_



NEXT VENA Views: How to Get 6.5 CEU's from VENA in 2010