

Western MCH Nutrition Leadership Network
March 3-4, 2016
Hilton Garden Inn, Marina del Rey, California
Policy, Systems and Environmental Change:
Relevance for the MCH Community

AGENDA

Thursday, March 3rd, 2016

- 8:00–8:30 AM** **Continental Breakfast and Registration**
- 8:30–8:45 AM** **Welcome and Introductions**
- 8:45–10:30 AM** ***2015 Dietary Guidelines: Implications for MCH and Sustainability***

Speakers:

Anna Maria Siega-Riz, PhD, Member, Dietary Guidelines Advisory Committee
Michael Hamm, PhD, Dietary Guidelines Subcommittee Member

Objectives

Following this session, attendees will be able to:

1. Provide an overview of the history of the Dietary Guidelines and how they influence public policy
2. Describe the process used by the DGAC committee to evaluate and grade the evidence for the recommendations
3. To identify the differences between the DGAC scientific report and what made it into the final DGA policy
4. Describe what the sustainability guidelines are, how they were developed, and what they could mean for public health nutrition practice.
5. Outline steps for improving adherence to the new dietary guidelines among MCH populations at the state and local levels
6. Make decisions about how (and whether) to apply current knowledge about the DGA sustainability guidelines and what this means for state-level work in MCH nutrition

Reading Assignments

- Executive Summary DGAC, <http://health.gov/dietaryguidelines/2015-scientific-report/pdfs/scientific-report-of-the-2015-dietary-guidelines-advisory-committee.pdf>
- <http://www.fcrn.org.uk/fcrn-blogs/michaelwhamm/new-commentary-tom-et-al-paper-energy-use-ghg-and-blue-water-impacts>

10:30-10:45 AM **Break**

10:45-12:00 PM ***Nutrition and Prevention - A Golden Opportunity: How Can MCH Practitioners Get Involved?***

Speakers:

Karen Farley, Executive Director, California WIC Association

Laurie True, Strategic Advisor, California WIC Association

Objectives

Following this session, attendees will be able to:

1. Define Clinical Preventive Services in the Affordable Care Act and name at least three nutrition-related interventions that are reimbursable in the ACA.
2. Explain why and how nutrition and breastfeeding advocates can engage in state-level research and development campaigns to implement quality, no-cost, preventive nutrition services to all beneficiaries in their state health exchanges.
3. Name at least three on-line resources where MCH Nutrition Experts can find more information and model programs and protocols for developing their own preventive services campaigns.

I. What are Clinical Preventive Services for Nutrition and Breastfeeding and Why Should We Care?

1. Section 2713, Affordable Care Act: What's Included
2. Nutrition-related Services: Definitions and Devilish Details
3. Policy Context: The Triple Aim and CMS State Devolution
4. It's Up to Us: PH Nutrition Leadership is Needed at State Level!

II. What Can MCH Nutrition Leaders Do To Advocate for Quality Preventive Services at the State Level?

1. Assess What the Plans are Doing (Answer Might Be: Not Much!)
2. Create a Model: Convene Practitioners to Define Quality Clinical Nutrition and Breastfeeding Preventive Services
3. Find a Legislative or Administrative Champion and Allies
4. Wage a Campaign
5. Require Plans to Provide Quality Nutrition Services to All

12:00–1:00 PM **Lunch**

1:00–2:30 PM ***Continued... Nutrition and Prevention - A Golden Opportunity: How Can MCH Practitioners Get Involved?***

III. Leadership Resources for Preventive Services Advocates

1. Examples from Other Arenas: Autism, Family Planning, Mental Health
2. Working Models with Medicaid Funding, WIC Partnerships
3. Potential Funding for Pilot Projects in Your State

Reading Assignments

- Download and carefully read the overview below, and come prepared to strategize follow-up work in your home states (or California)
- Report brief: http://www.calwic.org/storage/documents/reports/CWA-Lactation_and_Nutrition_Counseling_Under_Health_Reform_May_2012.pdf

2:30-3:30 PM **Free Time**

3:30-6:30 PM ***Western MCH Nutrition Leadership Network Networking Session***
Refreshments provided

Reading Assignment

- Prepare an abstract for the sharing session
- Read the abstracts from the other leadership network participants

6:30 PM **Free evening to explore**

Friday, March 4th, 2016

8:00 AM Continental Breakfast

8:30AM-4:00 PM Workshop
Mentorship: Building Success for the Next Generation of MCH Professionals

Speakers: **Jean Weinberg, Consultant to ASPHN**
Phyllis Crowley, Utah State WIC, Nutrition Coordinator, ASPHN Member
Marion Taylor Baer, PhD, RD, UCLA Fielding School of Public Health

Objectives:

Following this session, attendees will be able to:

1. Define mentoring – Distinguish what mentoring is and how it differs from leadership.
2. Differentiate the steps in mentoring up or down, providing at least one example of how to accomplish each.
3. Reflect on what the results of the Myers Briggs evaluation reveal about how your personality profile might affect your mentoring relationships.
4. Decide whether mentoring up or mentoring down best fits with your current work situation and why. Make a decision to mentor up or down.

Reading Assignment

- "Mentoring 101" by John Maxwell
- Take a free personality test based on Carl Jung's and Isabel Briggs Myers' typology here.
- Send the results of your personality assessment to Jean Weinberg at jean@jeanweinberg.com by **February 15th** and bring a hard copy to the meeting.

8:30–9:30 AM

I. Setting the “Table”

1. Workshop Objectives
2. Overview & introduction to mentoring
3. Go-around: Share a story about mentoring or being mentored

9:30–9:45 AM Break

9:45 AM–12:15 PM

II. World Café on Mentoring Up or Down

1. Table One: Mentors & Leaders: Getting ready to look for or become a mentor
2. Table Two: How to look for someone to mentor or someone to become your mentor
3. Table Three: How to move from being a leader/emerging leader to being a mentor/mentee
4. Table Four: Developing your “ask”

12:15–1:15 PM Lunch

1:15 –2:45 PM

III. Myers Briggs

1. Myers Briggs overview and activities
2. What are your scores?
3. What do your scores tell you about how you:
 - Get your energy (Introvert/Extrovert)
 - Process information (Sensing/Intuiting)
 - Make decisions (Thinking/Feeling)
 - Organize your information (Judging/Perceiving)
4. How does this impact your choices for finding a mentor or a person for you to mentor?

2:45–3:15 PM

IV. Closing: Next Steps and Resources

1. Why mentor/be mentored? What is in it for me, for others, for the organization?
2. Go-Around for small groups:
 - a. Describe the values of mentoring up or down; Explain at least two reasons each why mentoring up and down is a valuable practice
 - b. What do you still need to mentor up or down?
 - c. Share from small group work
3. Go-around: What will your first step be to: find a mentor or become a mentor?
4. How is this step influenced by your Myers Briggs score?

3:15 PM – 4:00 pm

V. Wrap-up and Evaluations

VI. 4:00 pm Conference adjourns