



Trainee Edition

Arizona WIC Training

Assessment eLearning Guidebook



**ARIZONA DEPARTMENT
OF HEALTH SERVICES**

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What Will You Learn?

After completing the Assessment eLearning Course and guidebook, including additional GTHM training, you will be able to:

- Explain the WIC appointment pathway
- Explain why the WIC Nutrition Assessment is necessary for program participants
- Explain how the WIC Nutrition Assessment and nutrition education relate to each other
- Describe the five areas of the WIC Nutrition Assessment ABCDE Guide
- Explain the purpose of the conversational tools for counseling
- Perform a counseling session using the conversational tools, and provide appropriate nutrition education
- Explain the principles of participant-centered education

Items Needed for This Course

- Pen or pencil
- ABCDE Assessment Guide
<http://www.azdhs.gov/documents/prevention/azwic/agencies/trainers/training-resources/abcde-tool-tracker.pdf>
- Getting to the Heart of the Matter Tool Invites (Women, Infants, Children) New Employee Training Stage 3 <http://www.azdhs.gov/prevention/azwic/agencies/trainers/index.php#new-employee-training-plan>

Recommended Time

- Approximate time it takes to complete the Assessment eLearning LMS Course: Two to four hours
- Approximate time it takes to complete the face-to-face activities and discussion: One to two hours
- Approximate time for supplemental GTHM training: Two to four hours

Things to Remember

- This guidebook is yours to keep.
- You are encouraged to take notes, highlight, and write in this guidebook.
- As your trainer chooses, you may work in a group or as an individual.
- You are encouraged to ask your trainer for help, ask questions about the information in the Assessment eLearning Course, or ask any questions about additional topics related to completing assessments.

Assessment eLearning Course Instructions

- ☐ Log onto <https://az.train.org/DesktopShell.aspx>
- ☐ Open and complete the Assessment eLearning LMS Course modules and the corresponding Assessment eLearning Activities in this guidebook.
- ☐ At your trainer's direction, complete the Assessment eLearning LMS Course and guidebook, either individually, with other trainees, or with your trainer.
- ☐ Complete the Assessment eLearning LMS Course Post-Test.
- ☐ Meet with your trainer at their direction to discuss each module of the Assessment eLearning LMS Course and the associated activities in this guidebook, either after each module, or after all modules have been completed.

Module 1: Assessment eLearning Introduction

MODULE 1 COMPETENCIES:

1. Trainees will be able to identify the importance of the WIC Nutrition Assessment.
2. Trainees will be able to identify the five areas of the ABCDE Guide.
3. Trainees will be able to identify good communication skills and describe why it's important to use good communication skills.

Module 1: Activity 1

Directions:

All eight steps in the WIC appointment are critical in providing the best possible service to our participants. In your own words, describe why using good communication during these eight steps of the WIC appointment is so important to both individual participants and the WIC Program in general.

Individual Participants	The WIC Program

Module 2: Assessment eLearning – WIC Nutrition Assessment

MODULE 2 COMPETENCIES:

1. Trainees will be able to explain why each step of the WIC appointment pathway is necessary to complete a certification appointment.
2. Trainees will be able to explain the value of using OARS, and provide examples of open-ended questions, affirmations, reflections, and summaries.
3. Trainees will be able to identify participants' needs based on information gathered during an assessment.

Module 2: Activity 1

Directions:

In your own words, describe the importance of each of the eight steps along the Assessment pathway.

Notes and Greeting	
Intake/Eligibility	
A, B, C, and E	
D + Tools OARS	
Nutrition Education + Goal Setting	
Summarize/New Appointment	
Food Package	
TGIF	

Module 2: Activity 2

Directions:

OARS Practice – Follow the directions for each activity to become more familiar with each component of OARS.

Affirmation Open-Ended Questions:

Open-ended questions encourage deeper conversation because they require more than a “yes” or “no” answer, specific fact, or number. For example, open-ended questions often start with “what,” “tell me,” or “how.” Rewrite each of the following closed questions so that it becomes an open-ended question.

Closed Question	Open-Ended Question
Do you like the way Jonathan eats?	
Do you plan on breastfeeding?	
Are you happy with your baby's weight gain so far?	

Affirmations:

Affirm participants by finding opportunities to sincerely compliment them on their efforts, making supportive, reinforcing statements, focusing on successes and efforts, and, above all, staying positive! It can be very helpful for participants to feel as if you're on their side before offering nutrition education. Read the following participant transcript and then write three possible affirmations you could make before offering any guidance.

“My son Jake is a good eater. I'll usually sit him down for breakfast in the morning while I get ready for work. He eats almost anything I give him, like bananas, frozen waffles, cereal, orange juice, stuff like that. Then I take him to the child care, and I don't know exactly what they feed him there, but I think it's pretty healthy stuff, like sandwiches, fruit, vegetables, milk. I let him pick out a snack in the afternoon from the snack cabinet, so it'll be something like a bagel, a cereal bar, whatever's in there. Then lately I've been having him help me with dinner, so I'll have him do things like hand me foods from the fridge, wash vegetables, stir ingredients together. The whole family sits down together at dinner, and I usually try to put together pretty well-balanced dinners, so for example, last night we had: turkey burgers with lettuce, tomatoes, and pineapple, but his favorite is spaghetti.”

Reflections:

It's surprising that simply repeating the words or emphasizing the meaning behind what a participant says can be useful, but it demonstrates that you're listening carefully to what they say, and want to help them. When participants feel heard, they're much more likely to be genuine and tell you more. For each statement, write the reflection that you might say in response.

<p>Yeah, the doctor has recommended that I take Erika to the dentist a couple of times, but when I call the dentist, they're like, 'No we don't start seeing kids until they're at least two years old.'</p>	
<p>I don't really want to breastfeed because I tried with the last one, but I didn't make enough milk, so I just switched to formula.</p>	
<p>Aiden is a pretty picky eater when it comes to vegetables. He used to eat a bunch of stuff like carrots, broccoli, and other vegetables, but now he just says, "no carrots" or "no broccoli" whenever I put them on his plate.</p>	

Summaries:

Summaries are similar to reflections, but instead of focusing on a specific comment, they capture a list of key ideas. They are a great tool to use whenever a participant tells you a lot of information at one time, and you want to make sure that you understand it all. They are also helpful when you want to review all the information you obtained during the assessment (we'll focus on this skill a little later in this guidebook).

For this activity, imagine that you just had a participant give you a lot of information at once, and you want to make sure that you understand it all. Read the following transcript and then use the space below to write in what you would say in response as a summary.

"Well, it was kind of scary after Paige was born. I actually just got her home from the NICU a few days ago. She came eight weeks early, and pretty soon after she was born, we found out that she has a heart defect called PDA. I forgot what it stands for, but I know that it just means that she has a hole in her heart. The doctors said that it's a pretty small-sized hole, so hopefully it will close on its own in a few weeks, but I have to keep an eye on her. I also have an appointment to see her cardiologist again next week. I guess if the hole doesn't close on its own, they might have to do a surgery and plug up the hole, so we'll see."

Your summary:

Module 3: ABCDE Guide

MODULE 3 COMPETENCIES:

1. Trainees will be able to recognize and record ABCDE information observed during a WIC appointment.
2. Trainees will be able to identify nutrition education topics related to expressed participant interests and needs in addition to relevant ABCDE information.
3. Trainees will be able to document relevant information and suggest appropriate ways to plan the next step in the individual care plan.






Module 3: Activity 1

Directions:

Read through the case study below and fill in the blank ABCDE guide based on the information provided. After completing the ABCDE guide, determine what information is missing and provide examples of questions (use open-ended questions whenever appropriate) you could ask to collect the missing information to complete the assessment.

Case Study

John comes in to the WIC clinic for Alex's nutrition education appointment. Alex is 14 months old. The last time he was in for his WIC appointment, he plotted at wt/lgh 76%ile. While in the lab, you ask John what the doctor has said about Alex's growth, and if he has any medical conditions. John tells you that the doctor is happy with Alex's growth and he has no medical conditions. When you ask if the doctor has ever recommended a lead test, John states that his doctor said it was not needed since they have lived in a newer home since he was born. When asked about allergies or dental visits, John explains that Alex fell off the couch once and broke his baby tooth and he had an emergency dental visit for that, but has not been to one since, and asks, "Should I be taking him regularly, even though it's just baby teeth?" While in the lab, you ask if there is any smoking or use of recreational drugs and if he and Alex feel safe at home. John states that there are no concerns regarding drugs or alcohol, and the family is safe at home. However, he does indicate that his mom does live with them, and she smokes, but she is very good about only smoking outside on the patio. When you then ask if Alex takes medications, John says he does not take any medications except for Tylenol once in a while if he is feeling under the weather, no actual medications that have been prescribed by the doctor. John states that even though Alex's doctor says he is growing well, he is really concerned with transitioning him to table foods and getting him off the bottle. He says he will continue to offer the two bottles of formula (8 ounces per bottle), one in the morning and one at night, until he feels like he is eating more table foods and his variety is not so limited. He offers table foods two times per day but he doesn't seem interested in them. He always has Alex pick out what he wants to eat to try to get him more interested in food. John says Alex drinks 2-3 ounces of whole milk per day and one cup of juice, all offered in a sippy cup.

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In looking at your ABCDE Guide:

What is missing from A: Anthropometric?	What is the best way to ask the participant for this information?

What is missing from B: Biochemical?	What is the best way to ask the participant for this information?

What is missing from C: Clinical?	What is the best way to ask the participant for this information?

What is missing from D: Diet and Nutrition?	What is the best way to ask the participant for this information?

What is missing from E: Environmental?	What is the best way to ask the participant for this information?

Module 4: D + Tools

MODULE 4 COMPETENCIES:

1. Trainees will be able to identify the benefits of using projective tools in order to complete WIC assessments.
2. Trainees will be able to identify when specific projective tools are well suited for specific situations, and when they are not. Trainees will be able to demonstrate skills that assist in listening to and identifying participants needs, concerns, motivations, and interests.
3. Trainees will be able to offer a GTHM tool during a Nutrition Assessment.

Module 4: Activity 1

Directions: Answer the following questions.

1. What are some benefits of using projective tools during your assessment?

2. Match each unique situation with the letter of the corresponding projective tool.

___ Will evoke feeling using the sensory touch.	A. Metaphor
___ Works best with exclusively or partially breastfeeding participants.	B. Faces
	C. Paint Chips
	D. Textures
___ May not work well for participants with low literacy levels.	E. Wand
	F. Card Sort/What's on Your List?
	G. Doors
___ This works well for pregnant participants and for participants with small children since it helps caregivers focus on the hopes and dreams they have for their children.	
___ Best for participants who are familiar with American culture.	
___ Not a good choice for a participant who is colorblind.	
___ Works well with participants who speak a different language and the translator may need to assist.	
___ Best for use with participants who are busy and are looking for quick resolutions to their concerns.	

Module 4: Supplemental GTHM Training

After you've completed Module 4 in the Assessment eLearning LMS Course and the associated Module 4 Activity 1 questions above, pause to ask your trainer if they would like to review the Supplemental GTHM Training with you now, or after you've fully completed the LMS course and this associated guidebook.

Module 5: Nutrition Message/Goal Setting/Summaries

MODULE 5 COMPETENCIES:

1. Trainees will be able to analyze the information collected during assessments in order to tailor nutrition education to participants' needs.
2. Trainees will be able to demonstrate skills that assist in listening to and identifying participants' needs, concerns, interests, and motivations.
3. Trainees will be able to feel comfortable summarizing information collected from participants.
4. Trainees will be able to identify why it's important to assist families in setting goals, while allowing opportunities for participants to set goals within their reach.

Module 5: Activity 1

It's important for participants to feel in control of any changes they're thinking of making for themselves or their family. By guiding participants to set their own goals, it gives them a sense of control and also the opportunity to set goals that are within their reach. Assisting with goal setting provides the participant with the support needed for them to make long-lasting changes.

Directions: Answer the following questions.

1. When are some of the most useful times to use summaries during an appointment with a participant?
2. What types of information should be included in a summary of an assessment?
3. What are some ways to ensure that participants feel in control of the goals that are being set?
4. What is the purpose of nutrition education?

5. For each of the following factors, describe how it could affect the nutrition education you might offer to participants.
- a. Potential risks that you identify

b. Culture

c. Motivations

6. After offering the nutrition message below, provide an example of what you might say next to help the caregiver set a goal.

"You mentioned that even though you consistently offer Tommy the same foods that the rest of the family is eating at family meals and snacks, he is still a selective eater. Other caregivers have said that including their child in grocery shopping and cooking has helped their child try new foods."

Module 5: Activity 2

Read the scenario below. Then use every technique that you have learned from the Assessment eLearning LMS Course (i.e., risk codes, summaries, OARS, conversational tools, setting goals, and offering the nutrition message) to answer the following questions.

Scenario:

Victoria is a 28-year-old woman who is pregnant with her first child. She is in the WIC clinic today for her first certification appointment.

After you greet Victoria, you escort her back to your office. You verify her eligibility to participate in the WIC Program after collecting all of her family, individual, and income information. You escort her to the lab and, while there, you record her current height, weight (168.5 pounds), and hemoglobin 12.2.

Back in your office, she tells you her pre-pregnancy weight was 162 pounds (pre-pregnancy BMI = 29.2 (overweight)), indicating that her pregnancy weight gain to date is 6.5 pounds (which is within the normal pregnancy weight gain range). During the rest of your assessment, you discover the following information:

- *She has had three visits with her OBGYN since she discovered that she was pregnant.*
- *She was diagnosed with diabetes seven years ago. She is under the care of a health care professional, and takes Glyburide Acyclovir for glucose control.*
- *She has untreated dental caries and has no dental provider.*
- *She never feels down, depressed, or hopeless, and never has little interest or pleasure in doing things.*
- *She has an allergy to pineapple and strawberries, but doesn't have any problem avoiding those foods.*
- *She takes a daily prenatal vitamin.*
- *She eats three meals (breakfast, lunch, dinner, and two snacks).*
- *She states she does not like to eat beans or peanut butter, grapes or oranges.*
- *She is not picky about the milk and she drinks whole, 2%, 1%, and skim milk; she also drinks water, fruit juice, soda, diet soda, and herbal tea.*
- *She eats meats, but mostly chicken and not every day.*
- *When it comes to vegetables, she mostly eats canned corn, green beans, and peas, but she doesn't eat many, and wishes she knew how to prepare different kinds.*
- *Many of her close friends and family members have breastfed their babies, and she plans on breastfeeding too with their help.*
- *She doesn't have any concerns about smoking tobacco products, drugs, or alcohol, and feels safe in her relationship. She does, however, inform you that she usually smokes two marijuana cigarettes daily.*

1. Write what you would say to summarize what you have learned from the assessment back to the participant?
2. Did you discover any red flags or risk codes while completing your ABCDE assessment?
3. What nutrition education and referrals would you consider providing to this participant? Are you required to offer a referral to the RD or Nutritionist and, if so, why?

Module 6: Food Package

MODULE 6 COMPETENCIES:

1. Trainees will be able to identify ways to affirm participants to help build rapport.
2. Trainees will be able to identify participants' strengths, interests, concerns, and motivations.
3. Trainees will be able identify when to use probing questions to better understand participants' situations.

Module 6: Activity 1

The WIC food package is based on targeted nutrients, and each category of participants gets certain amounts and types of foods. There is some flexibility in what is offered to participants, so it's important to understand how to offer and tailor the food package to best meet participants' needs.

Questions to discuss:

1. Give examples of information that you need in order to tailor the food package appropriately.

2. Determine if each statement listed below is true or false.
 - a. You are able to adjust participants' food packages so that they receive soy milk instead of cow's milk.

 - b. You can add more whole grains to participants' food packages if they choose not to receive any cereal.

 - c. Participants have the option to not receive any beans in their food package.

- d. Participants have the option of receiving tofu in their food package in exchange for less milk.
- e. You are able to provide infant foods to children with developmental delays or swallowing difficulties.
- f. Participants have the option of receiving more fruits and vegetables if they choose.

Module 6: Activity 2

Carefully read the case study below. Highlight any comments made by the participant that you might explore to help tailor the food package to meet the family's needs.

Case Study

Nancy is a 26-year-old exclusively breastfeeding mother in for a nutrition education appointment. When you ask Nancy how she likes the default food package she has been receiving, she says, "It has its ups and downs. Like right now it's hard because we don't have a car. I have to take the bus to the grocery store with all of my kids, which is super exhausting. I wish I didn't have to carry all of those heavy containers of milk and juice all the way home. I'm also having trouble keeping foods fresh, so I was thinking about seeing if I could get shelf-stable milk or powdered milk. I do like getting some regular milk too, but maybe I could just get smaller containers like quarts or half gallons. I did have a friend tell me that she uses frozen tofu in some of her soup recipes, so I was thinking of trying that too. The kids really love the cheese and yogurt, so let's definitely keep those foods. Oh, and my friend told me that when her baby turned nine months, WIC started substituting some of the jarred fruits and vegetables for fresh fruits and vegetables. However, my baby, Samantha, will be turning nine months next month, so I wanted to see if we can just keep her on the jarred fruits and vegetables, since I'm already having trouble using the fresh fruits and vegetables we get before they go bad."

Module 7: TGIF Notes/Documentation

MODULE 7 COMPETENCIES:

1. Trainees are able describe each component of the TGIF note.
2. Trainees are able to describe when to use a TGIF, and when a TGIF note is not applicable.
3. Trainees are able to write a proper TGIF note.
4. Trainees are able to identify where different examples of information belong within a TGIF note.

Module 7: Activity 1

Directions: Answer the following questions:

1. Provide at least two reasons on why notes are an important part of the WIC appointment.

2. Describe how participants could be negatively affected if no notes are written to document their appointments.

Module 7: Activity 2

Note: In the TGIF format, the **T** stands for tool, **G** stands for goals, **I** stands for important information, and **F** stands for follow-up.

Directions: Next to each of the following statements, indicate in which part of the TGIF note they belong: T, G, I, or F. If the statement does not belong in the note, put N/A.

- Code 353 was assigned for peanut allergy I
- Faces tool used; participant feels unsure about what to eat during pregnancy T
- Referred to Registered Dietitian for next appt. F
- Mother weighs 130 pounds today N/A
- Dad started offering juice to his infant because the doctor said it would help with constipation I
- Mother wants to try a new veggie for her infant every week G
- Mother wants to breastfeed, but is worried she won't have time when she goes back to work I
- Child drinks soda 2-3/week I
- The doctor said child was lactose intolerant so dad has been giving her lactose-free milk, but she can still eat cheese I
- Follow up on mealtimes and milk intake F
- Infant drinks 2-3 ounces of Similac Neosure every 3 hours I
- Mother will try putting frozen fruit in her water to make it more drinkable G

Module 7: Activity 3

Directions: Answer the following questions.

1. How does it help you or another WIC staff person to know what tool was used?
2. How would you expect the goal recorded to relate to information in the 'I' section of the note?

3. When you review a note from the last appointment, what information would you hope to find that would be specific to each of the following types of participants:
 - a. A partially nursing (PN) mother who uses formula
 - b. A three-year-old participant whose caregiver brings in medical documentation for whole milk
 - c. Any participant who arrives for a nutrition education appointment






Module 8: Nutrition Assessment in the Real World

MODULE 8 COMPETENCIES:

1. Trainees will be able to identify all of the information collected during a complete assessment.
2. Trainees will be able to complete thorough TGIF notes based upon observed assessment appointments.
3. Trainees will be able to critically evaluate the efficacy of observed assessments, along with any ideas they may have to make improvements.

Module 8: Activity 1

Module 8 Activity 1 is offered as a way to synthesize and practice skills learned in Modules 1-7. Your trainer will offer you opportunities to observe more experienced WIC staff members complete assessments of three or more WIC participants. Complete an ABCDE guide during each observation to record the assessment information collected. After you have completed each observation, complete a practice TGIF note page and answer the final reflection questions. Upon completion of the observations, have a discussion with your trainer to discuss what you observed and learned.

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TGIF Example Note

T:






G:

I:

F:

Final Reflection 1:

- What were the participant's concerns and what is motivating her current behavior?
- Was there any education the participant wasn't given that you feel they could have benefited from?
- What did the WIC counselor do that you really enjoyed? What might you have done differently?
- Do you feel like you had enough information from the participant to understand her concerns and needs? If not, what other information would you want and what probing questions could you ask?
- If a tool was not used, what tool would you have used and what would have been your invite?

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TGIF Example Note

T:

G:

I:

F:

Final Reflection 3:

- What were the participant's concerns and what is motivating her current behavior?
- Was there any education the participant wasn't given that you feel they could have benefited from?
- What did the WIC counselor do that you really enjoyed? What might you have done differently?
- Do you feel like you had enough information from the participant to understand her concerns and needs? If not, what other information would you want and what probing questions could you ask?
- If a tool was not used, what tool would you have used and what would have been your invite?