

Chapter Seven

Participant and Staff Education

Contents

Chapter Seven Participant and Staff Education

Overview	7-5
Introduction	7-5
In This Chapter	7-5
Section A Program Education Requirements for Participants	7-6
Certification.....	7-6
Section B Participant-Centered Nutrition Education for Participants: Together We Can	7-7
Policy	7-7
Local Agency Responsibilities.....	7-7
Individual Education: In Person/Face-to-Face - Video Conferencing	7-8
Individual Nutrition Education: Phone.....	7-9
Group Nutrition Education.....	7-9
Exit Counseling.....	7-10
Nutrition Education Materials	7-10
Monitoring of Nutrition Education	7-10
Section C Nutrition Care Guidelines.....	7-11
Policy	7-11
Nutrition Care Guidelines	7-11
Section D High-Risk Nutritionist Consults	7-12
Purpose	7-12
Qualified Staff	7-12
Policy	7-12
High-Risk Criteria.....	7-12
Medium-Risk Criteria	7-13
Documentation of Education	7-13
High-Risk Consult: Phone	7-14
High-Risk Referrals	7-15
Nutritionist Referral	7-15
High-Risk No-Shows and Refusals.....	7-15
Follow-Up.....	7-15

Section E Education for Professional and Paraprofessional Staff.....	7-16
Policy	7-16
Training Requirements for New WIC Staff.....	7-16
Local Agency Training Coordinator	7-16
Local Agency Staff Training Responsibilities	7-16
Blended Learning	7-17
Local Agency Self-Assessment, Mentoring, and Evaluation	7-17
Continuing Education Plan.....	7-18
Documentation of Training	7-18
Agency Training Documentation.....	7-18
Staff Member Training Documentation.....	7-19
Section F Nutrition Education Materials.....	7-20
Program Incentives	7-20
Appendix A: New Employee Training Plan.....	7-21
Introduction	7-22
Stage 1 Description	7-22
Stage 1 Training Checklist	7-22
Stage 1 Required Observations.....	7-23
Stage 1 Completion.....	7-23
Stage 2 Description	7-24
Stage 2 Training Checklist	7-24
Stage 2 Required Observations.....	7-24
Stage 2 Completion.....	7-24
Stage 3 Description	7-25
Stage 3 Training Checklist	7-25
Stage 3 Required Observations.....	7-26
Stage 3 Completion	7-26
Stage 4 Description	7-27
Stage 4a Description	7-27
Stage 4a Required Observations.....	7-27
Stage 4a Completion	7-27
Stage 4b/c Description.....	7-28
Stage 4b/c Training Checklist.....	7-28

Stage 4b Required Observations (Medium-Risk Only).....	7-29
Stage 4b Completion.....	7-29
Stage 4c Required Observations (Medium/High-Risk)	7-30
Stage 4c Completion	7-30
Appendix B: Sample New Employee Training Plan Schedule (Optional)	7-31
Appendix C: HANDS Competencies.....	7-44
Competencies	7-45
New Employee Training: Stage 1 and 2	7-46
New Employee Training: Stage 3 and 4	7-47
WIC Director/Administrator.....	7-48
HANDS Local Agency Administration.....	7-49
Appendix D: VENA Competencies.....	7-50
New Employee Training: Stage 1	7-51
New Employee Training: Stage 2	7-55
New Employee Training: Stage 3	7-56
WIC Program Quality Assurance Activities Performed by Manager or Designee.....	7-62
Stage 4a/c	7-66
Stage 4a/b	7-72
Index.....	7-76

Overview

Introduction

This chapter covers participant education and staff training. Nutrition and breastfeeding education are integral parts of the WIC Program. Continuing to integrate participant-centered services, including the conversational approach to assessment and utilizing projective, interactive tools, requires ongoing staff training, mentoring, and support. This support and training of staff shall ensure that appropriate nutrition and breastfeeding education is offered to participants in a way that best meets their needs.

In This Chapter

This chapter is divided into six sections and four appendices which detail program education, nutrition education for participants, breastfeeding promotion, education for staff, and how to report the cost of nutrition education.

Section A

Program Education Requirements for Participants

Certification

1. At initial Certification appointments, staff shall provide the following to the participants or their primary and secondary authorized representatives:
 - a) An explanation of participant eligibility criteria including income, residency, category, and nutritional risk.
 - b) An explanation of the WIC Rights and Obligations, including, but not limited to, reading the highlighted sections of the WIC Rights and Obligations Guide. For more information, refer to Policy and Procedure Chapter 2.
 - c) An opportunity to designate up to two authorized representatives. Please refer to Chapter 2, Section P.
 - d) An explanation of how to use their Food Benefits, including dates of use, how to use the benefits at the store, and an overview of their assigned WIC foods.
 - f) Mandatory referrals to services such as immunizations, lead screening, SNAP, TANF, AHCCCS, child support enforcement, and local resources for substance abuse treatment and counseling as covered in the Local Agency Referral List. This is documented in the Referral screen in the Care Plan screen of the Health and Nutrition Delivery System (HANDS).

At subsequent Certification appointments, participants shall be given an explanation of the WIC Rights and Obligations, including, but not limited to, reading the highlighted sections of the WIC Rights and Obligations Guide. Staff shall check for understanding of the Rights and Obligations before obtaining a signature and providing referrals to services. In addition, staff shall assess participants' understanding of WIC eligibility criteria, allowable WIC foods, and the proper use of Food Benefits.

Note: These services are not considered nutrition education, but are considered program education.

Section B

Participant-Centered Nutrition Education for Participants: Together We Can

Policy

Participant-centered education (PCE) is a framework of providing nutrition services where the participant is the decision maker in the educational process based on their needs (e.g., risks, family situations) and interests. In Arizona, this is known as the Together We Can model, which includes all aspects of the clinic experience. Participant-centered nutrition education shall be offered to all WIC participants utilizing the AZ WIC Nutrition Care Guidelines.

All participants shall be offered the opportunity to receive quarterly participant-centered nutrition education contacts during a Certification as part of WIC Program service requirements. One of these nutrition education opportunities can be provided as part of the Certification and Mid-Certification appointment.

A nutrition education contact is defined as a verbal communication between WIC staff and participants in an individual or group setting. Nutrition education should be designed to emphasize the relationship between proper nutrition and good health based on the needs of the participant and assist the participant in achieving a positive change resulting in improved health. All nutrition education activities are to be provided in the context of the participant's environmental and educational limitations, their interests, and cultural preferences with consideration as to where the participant is in the stages of change. The contact shall include the development of a nutrition care plan based on the nutrition assessment results and participant interests and a discussion of potential next steps for behavior change.

The environment where participants receive their WIC services shall be welcoming, promote learning, and provide positive messages related to nutrition, health, safety, and civil rights. However, individual participants shall not be denied supplemental food benefits if they refuse to participate in nutrition education activities. Refusal of nutrition education shall be noted in the Notes Section of the HANDS screen.

Local Agency Responsibilities

Local Agencies shall perform the following activities in carrying out their nutrition education responsibilities:

- Make nutrition education available or enter into an agreement with another agency to make nutrition education available to all participants and caregivers.
- Offer nutrition education through individual or group sessions.
- Ensure that nutrition education, including goals and next steps, is documented in each individual's record with a typed note using the TGIF note structure* and is included in the Notes section.
- Make certain that nutrition education materials are appropriate, state approved, and permission is obtained from the participant before being offered.

Individual Education: In Person/Face-to-Face - Video Conferencing

- The Nutrition Education Specialist shall engage the participant in a discussion related to their nutrition assessment and their interests.
- After the topic has been discussed, the Nutrition Education Specialist shall help the participant identify next steps or their goals based on their readiness for change.
- The Nutrition Education Specialist shall document the type of nutrition education contact in the Care Plan screen by clicking on the Nutrition Discussion screen and selecting the contact type from the pick list.
- Nutrition education shall be documented for each individual participant in their individual care plan note.

Note: Topics which apply to the whole family shall be discussed, as long as the topic addresses the needs of the individual category and is documented in each individual file.

- Staff shall complete a note for all clients on the same day the nutrition education is completed following the TGIF note structure*, including the following information:

T: Tool

- Getting to the Heart of the Matter Tool used, if applicable. Caregiver concerns and/or motivations.

G: Goals

- Personal goals or areas identified by the participant that they plan to work on.

I: Information

- Knowledge, feelings, and beliefs about breastfeeding for pregnant and breastfeeding women's categories
- Caregiver knowledge, feelings, motivations, and challenges and nutrition education topics discussed
- Caregiver knowledge, feelings, beliefs about infant feeding for infant categories
- Relevant information that you would want the next person seeing this client to know
- Any information that is pertinent to the interaction during the visit
- WIC Codes that were identified and added as well as the information used to determine applicability
- Reasons for food package assignment:
 - For any participant with a tailored food package
 - For any participant getting a Food Package III
 - For any infant receiving formula, show how the amount of formula on food package was determined

F: Follow-up

Any information that the staff person has identified as areas to follow up with at subsequent visits, including, but not limited to, information relevant to the participant's goals, referrals made, and/or additional items to discuss.

*High-Risk Dietitians or State-Approved Nutritionists shall use SOAP/ADIME or other equivalent professional format to document Certifications or Mid-Certifications completed on the same day as the high-risk consult.

Note: The TGIF documentation shall be tailored per individual. Documenting the identical note in each individual care plan in a family is not acceptable.

Individual Nutrition Education: Phone

An individual secondary nutrition education contact over the telephone is allowable when the participant or authorized rep is unable to come into the clinic, chooses phone as the preferred method of receiving nutrition education, has missed the original scheduled face-to-face appointment, or does not have any food benefits, and rescheduling the face-to-face appointment is not possible.

Telephone contacts shall occur in an environment that promotes effective communication between the participant and the WIC staff and ensures that both are actively involved in the interaction and the confidentiality of participant information is protected. Telephone contacts shall occur at a time when the participant is scheduled and available. If the participant is not available at the designated time, the staff will attempt to reschedule the contact.

Standards for Telephone Contacts

- Review recent information collected in the participant's record.
- Address specific risk(s) or concerns identified at the previous Certification or nutrition education contact.
- Acknowledge any success or progress that the participant has made towards nutrition goals or health improvements.
- Acknowledge concerns or barriers that the participant may have in trying to achieve their goals.
- Provide appropriate informational reinforcements, such as pamphlets or brochures, to the participant by mail or email before or after the telephone contact is made.

Documentation

- Each nutrition education telephone contact shall be documented in the participant's record using the same criteria as a face-to-face nutrition education contact.

Local Agency Policy/Procedure

- Local Agencies shall have a written procedure in place for using telephone contacts. This procedure shall include: who will provide individual follow-up with the participant over the telephone; in which situations a telephone contact will occur; how documentation will be entered into the participant's record; and how Food Benefits will be issued and communicated to the participant.

Group Nutrition Education

Participants may attend, as a second nutrition education contact, a facilitated group nutrition education session appropriate for their category and that is of interest to the WIC participant. Local Agencies shall establish, at a minimum, goals and objectives for each group title/topic. If the group consists of two or more families and the class title in HANDS reflects the nutrition education topic, individual TGIF notes are not required.

Exit Counseling

WIC staff shall provide exit counseling to postpartum categories (EN, PN, PN+, P) at their last visit before their Certification expires to reinforce messages about continued breastfeeding (if applicable), folic acid, immunizations for the mother and infant, alcohol, tobacco and drug use, and a well-balanced diet.

Nutrition Education Materials

Nutrition education materials are designed as tools to reinforce nutrition education messages provided in a participant-centered setting. Nutrition education materials, by themselves, do not meet the requirements for nutrition education contacts. Current nutrition education materials provided by the Arizona WIC Program shall be accessed on azwic.gov or ordered through AZHealthZone.org.

Only State-provided or approved materials shall be used to reinforce nutrition education provided to pregnant, postpartum, and breastfeeding women, and parents or caregivers of infants and children.

Local Agencies shall choose whether to develop and/or purchase their own materials. Agency-developed nutrition education materials and materials for purchase shall be submitted to the State Agency for approval prior to use. The State shall review the Local Agency-developed/purchased materials to ensure that they meet required criteria:

- Accurate and relevant content based on current scientific evidence;
- Support PCE;
- Contain cultural considerations;
- Be available in alternate languages as appropriate;
- Be at no higher than fourth grade reading level; and
- Are a reasonable expense.

Note: State-developed materials may also be provided to pregnant, postpartum, and breastfeeding women, and parents or caretakers of infants and children participating in Local Agency services other than the WIC Program.

Monitoring of Nutrition Education

During Management Evaluations (ME), Local Agency Self-Assessments (LASA), or other site visits, the State and/or Local Agency staff shall monitor nutrition education to determine if:

- Information provided is accurate and up-to-date.
- Information is individualized to meet the participant's needs and interests, considers the education level, lifestyle and cultural beliefs, and readiness for change of each participant.
- Participant receives positive feedback to reinforce good nutrition habits.
- A nutrition care plan is included the Notes section in each individual's record with a typed note using the TGIF note type.
- All documentation of goals and next steps in HANDS reflects the participant's involvement and statements and not the sole direction of the counselor.
- Nutrition education materials are appropriate, State approved, and permission is obtained from the participant before being offered.

Section C

Nutrition Care Guidelines

Policy

Each Local Agency shall adopt and utilize the Nutrition Care Guidelines for nutrition education contacts in accordance with FNS guidelines. All staff will be trained on nutrition in varying degrees and depth, depending on their responsibilities.

Nutrition Care Guidelines

The Nutrition Care Guidelines were developed with Local Agencies as a guide for staff to offer nutrition topics to women, infants, and children that may be of interest and relevant for their category.

The guidelines shall be used as a resource for staff to improve their understanding of the nutrition needs of WIC participants. The guidelines provide guidance to staff when conducting nutrition assessments, providing nutrition education, and facilitating behavior change.

Section D

High-Risk Nutritionist Consults

Purpose

Participants identified to be at higher risk and have counseling needs beyond the scope of paraprofessional staff benefit from more in-depth counseling provided by a Registered Dietitian (RD), a BS Degree Nutrition graduate (Degreed Nutritionist) or a Registered Dietetic Technician (DTR).

Qualified Staff

Each Local Agency shall provide a Registered Dietitian to perform high-risk counseling, formula authorization and, as necessary, Certification of clients proportional to the agency's needs/caseload.

If a Local Agency has a hardship and is unable to provide a Registered Dietitian for high-risk counseling, they shall request prior approval from the State to designate a WIC Nutritionist to provide high-risk counseling. This WIC Nutritionist shall have a minimum of an undergraduate degree from an accredited institution in nutrition (Community Nutrition, Public Health Nutrition, Nutrition Education, Dietetics, Human Nutrition, or Nutrition Science) or a related field with an emphasis in nutritional science. This request shall be in writing and include a description of the hardship and the qualifications/résumé of the person that shall be designated as the WIC Nutritionist.

Note: Previous WIC and/or community health experience, and/or a Master's degree in a related area are desirable.

Policy

The Arizona WIC Program stratified the risk codes to medium- and high-risk. The Registered Dietitian (RD) or State-Approved Nutritionist shall see all participants meeting one of the high-risk criteria outlined below during their current Certification period.

In lieu of an RD, a/an:

- Degreed Nutritionist or a DTR shall see participants meeting one of the medium-risk criteria during their current Certification period.
- International Board Certified Lactation Consultant (IBCLC) shall counsel participants with risk codes 602/603 if those are the only applicable high-risk codes.

The participant shall receive up to three months of Food Benefits between the Certification and the high-risk nutrition visit (RD, IBCLC, Nutritionist) per Local Agency discretion.

High-Risk Criteria

The following high-risk codes shall be seen by the High-Risk Dietitian or State-Approved Nutritionist. The Local Agency may include additional high-risks as deemed necessary. These codes shall trigger the red High-Risk icon in the Care Plan and Active Record in HANDS.

- Risk 103.1 (infants and children wt/length < 2nd percentile on WHO growth chart or BMI/age < 5th percentile on CDC chart)
- Risk 111 (Pre-Pregnancy BMI > 25)
- Risk 113 (BMI for age > 95th percentile)
- Risk 115 (Weight for length > 98th percentile)
- Risk 132 (Maternal Weight Loss)(Inactive as of 10/19)
- Risk 134 (Failure to Thrive – infants and children)
- Risk 135 (Slowed/Faltering Growth Pattern – infants and children)
- Risk 141 (Low Birth Weight - infants and children up to 12 months)
- Risk 142.1 (Preterm Delivery)
- Risk 301 (Hyperemesis Gravidarum)
- Risk 302 (Gestational Diabetes - pregnant women)
- Risk 335 (Multifetal Gestation)
- Risk 341 (Nutrient Deficiency or Disease)
- Risk 342 (Gastrointestinal Disorders)
- Risk 343 (Diabetes Mellitus)
- Risk 345 (Hypertension and Pre-Hypertension)
- Risk 346 (Renal Disease)
- Risk 347 (Cancer)
- Risk 348 (Central Nervous System Disorders)
- Risk 349 (Genetic and Congenital Disorders)
- Risk 351 (Inborn Errors of Metabolism)
- Risk 352.1 (Infectious Diseases – Acute, disease presented w/in past 6 months)
- Risk 352.2 (Infectious Diseases – Chronic Risk)
- Risk 354 (Celiac Disease)
- Risk 356 (Hypoglycemia)
- Risk 358 (Eating Disorders)
- Risk 362 (Developmental Delays)
- Risk 363 (Pre-Diabetes)
- Risk 383 (Neonatal Abstinence Syndrome)
- Risk 602/603 (Breastfeeding complications)
 - RD/IBCLC may refer to staff with a DBE for follow-up after being seen by the RD/IBCLC

Medium-Risk Criteria

The following risks are considered medium risk and may be seen by a State-Approved Nutritionist or DTR:

- Risk 141 (Low Birth Weight - infants and children more than 12 months old after seen by an RD)
- Risk 142 (Preterm Delivery - children more than 12 months old, after seen by an RD)
- Risk 201.1 (Low Hemoglobin/Low Hematocrit)
- Risk 101 (Pre-Pregnancy Underweight)
- Risk 131 (Low Maternal Weight Gain)

Documentation of Education

The High-Risk Care Plan shall be documented for all high- and medium-risk participants in HANDS in the Notes screen with the ADIME/SOAP note type or an equivalent professional format. It will include, at a minimum, assessment and plan.

For example:

SOAP

S: Subjective Information

- Information the participant gives
- Observations made by RD, Nutritionist, IBCLC
- Getting to the Heart of the Matter tool used

O: Objective Information

- Measurable information
- Lab results, height, weight, Hgb, blood glucose, etc.

A: Assessment

- RD, Nutritionist, IBCLC assessment and interpretation of participant status based on information provided
- Interventions, education, discussion completed during high-risk visit

P: Plan

- Documentation of client-identified goals or plans for behavior change
- Follow-up information

ADIME

A: Assessment

D: Nutrition Diagnosis

- Problem-high-risk code assigned
- Etiology-the cause of the problem or risk code
- Signs/Symptoms-the evidence collected that triggered the high-risk code to be assigned

I: Intervention

- Specific behavior change identified to address the Nutrition Diagnosis (part D above)

M/E: Monitoring/Evaluation

- Next steps, follow-up information, and referrals

High-Risk Consult: Phone

A high-risk consult over the telephone is allowable when the participant or authorized rep is unable to come into the clinic, chooses phone as the preferred method of receiving nutrition education, has missed the original scheduled face-to-face appointment, or does not have any Food Benefits, and rescheduling the face-to-face appointment is not possible.

Documentation

- Each high-risk consult shall be documented in the participant's record using the same criteria as a face-to-face consult.

Local Agency Policy/Procedure

- Local Agencies shall have a written procedure in place for using telephone contacts. This procedure shall include: who will provide individual follow up with the participant over the telephone; in which situations a telephone contact will occur; how documentation will be entered into the participant's record; and how Food Benefits will be issued and communicated to the participant.

High-Risk Referrals

Each Local Agency shall develop written procedures for the Nutrition Education Specialists in order to refer medium- and high-risk participants to an appropriate nutritionist or Registered Dietitian.

The Local Agency shall monitor and evaluate their internal procedures at least two times per year to ensure that participants needing the referrals were seen by the appropriate personnel.

Nutritionist Referral

When the participant no longer requires in-depth nutrition counseling, the nutritionist shall change the red High-Risk Heart icon in the Care Plan in HANDS to green, review the participant's chart, and provide a nutrition care plan for the Nutrition Education Specialist to follow with specific criteria for referral back to the Nutritionist, if needed.

- Participants shall receive assessment and education by a Nutritionist for each Certification period where a high-risk is identified.
- Nutrition status is reassessed at each Certification. If the same high-risk is identified as the previous Certification period, the participant still requires evaluation and follow-up by the Nutritionist.

Note: If the previous high-risk condition was deemed stable and not requiring High-Risk Nutritionist intervention, the Nutritionist shall note the referral back to the Medium-Risk Nutritionist or Nutrition Education Specialist for follow up. Documentation of this referral and statement that staff shall refer the participant back to the High-Risk Nutritionist should status change shall be recorded in the Notes screen in HANDS. The red High-Risk Heart shall also be changed to green.

High-Risk No-Shows and Refusals

High-Risk and Medium risk participants shall receive monthly issuance of food benefits until they meet with the registered dietitian or nutritionist.

Per Local Agency policy, participants who decline High- or Medium-Risk appointments shall be issued up to three months of Food Benefits. The declined service shall be recorded on the Notes screen in HANDS.

Follow-Up

The Nutritionist's discretion shall be used to determine whether to continue to see the participant or to refer the participant back to the Nutrition Education Specialist. The nutritionist shall document this by changing the red High-Risk Heart icon to green in the Care Plan and in the Notes screen of HANDS.

The Local Agency shall develop written procedures providing the Nutrition Education Specialists with guidance for referral back to the Nutritionist, as needed.

Section E

Education for Professional and Paraprofessional Staff

Policy

The Arizona WIC Program considers well-trained, competent staff essential to providing quality nutrition services. Local WIC programs shall ensure that staff is appropriately trained to perform functions according to policy. Local program staff shall complete State training modules and requirements as appropriate for their position. Local program staff shall demonstrate an adequate level of competence in performing their tasks.

Training Requirements for New WIC Staff

Local WIC program staff shall complete the appropriate training modules, guidebooks, and other required activities for their position within a designated time period. See Appendices B and C – New Employee Training Plan for the list of modules, requirements, and timelines.

All staff performing WIC functions, including clerical staff, shall complete required WIC training for their positions.

Local Agency Training Coordinator

The Training Coordinator, as defined in Chapter 1, shall ensure all Local WIC Agency staff is trained in a timely manner in compliance with policy, as Training Lead for their agency.

The Training Coordinator shall be trained by the WIC Director or Nutrition Coordinator and receive orientation to the Training Coordinator's role and responsibilities by the WIC Director, Nutrition Coordinator, a member of the State WIC Training Team, or from their State WIC Nutrition Consultant. All Training Coordinators shall be Competent Professional Authorities (CPAs) as defined in Chapter 2 and have completed and satisfactorily passed all training requirements and modules to which they are assigned prior to training other staff.

Local Agency Staff Training Responsibilities

The Training Coordinator, in conjunction with the Nutrition Coordinator and/or WIC Director, shall develop a training plan for new employees that includes completion of State and Local Agency training requirements (see Appendix B). The Training Coordinator shall initiate training for the trainee.

The Training Coordinator or designee shall complete all required observations and chart reviews for the trainee as indicated in Appendix B. After the completion of each stage, a copy of the Certificate of Completion shall be retained in the employee's training record.

The Local Agency shall maintain a record of training completion for each individual staff member.

The Training Coordinator, in conjunction with the Nutrition Coordinator and/or WIC Director, shall also develop an ongoing training and mentoring plan for existing employees. In addition to completion of any mandatory State and Local Agency training requirements, an ongoing observation and mentoring plan shall be in place for all employees to ensure continued acceptable job performance.

Blended Learning

The Arizona WIC Program utilizes blended learning for new and existing employee training. Blended learning includes paper-based guidebooks, which outline required activities, and the learning management system (LMS), which is a web-based software used for delivering, tracking, and managing training/education. The purpose of the LMS is to be able to provide and track both online (e-learning) and instructor-led training to internal and external WIC staff.

Local Agency Self-Assessment, Mentoring, and Evaluation

Local Agencies are required to conduct, at a minimum, one self-assessment per employee on years they are receiving a State Management Evaluation (ME), and two self-assessments in years without an ME.

Local Agencies have the option of either observing staff conducting an entire Certification or only observing specific portions of the Certification, depending on the staff's job duties. If observing an entire Certification, in order to comply with Separation of Duties requirements, Local Agencies may indicate on the Cert List for Audit Report that an observation and chart review were completed and the name of the staff member who completed them.

At the time of the observations and chart reviews for staff, the Local Agency will provide one-on-one mentoring to staff that will include feedback and guidance in a positive way, following the Management Evaluation Certification Observation Form and accompanying rubric as well as the Chart Review Form.

If staff do not demonstrate adequate competency during ongoing observations, State technical assistance visits, or Management Evaluations, the State will require an additional individualized training plan for the employee(s). In addition, the State will limit access to HANDS if staff do not show adequate competency.

Required observations and chart reviews:

- Observations of one complete Certification for each primary category (any one woman, one infant, and one child) including anthropometric and hematology components;*
- Observations of one secondary nutrition education contact for each primary category (any one woman, one infant, and one child);**
- Chart reviews of Certifications for:
 - 1 infant client
 - 1 child client
 - 1 pregnant client
 - 1 breastfeeding client
 - 1 postpartum client

*If the Local Agency chooses to only observe specific portions, certain components of the Certification may not be required, depending on the staff member's regular duties (e.g., anthropometric, assessment, income, etc).

**If a staff member does not conduct secondary nutrition education contacts, this will not be a requirement for observation.

Continuing Education Plan

Local Agencies shall provide a minimum of 24 hours of continuing education to all WIC staff, spread throughout the year and be given quarterly, at a minimum. Both State-provided in-person training and State-provided curriculum administered at the Local Agency level can be counted toward the continuing education requirement, unless otherwise indicated.

At least six hours of nutrition education. Examples include:

- Nutrition Risk and Assessment
- Nutrition Through the Life Cycle
- Counseling

At least six hours of breastfeeding education.

At least six hours of WIC-related education. Examples include:

- Civil Rights Training (required annually for all staff)
- Voter Registration (required annually for all staff)
- Food Benefits
- Customer Service
- Local Agency Management Evaluation Preparation/Corrective Action
- HANDS
- Referrals
- ACEs

At least an additional six hours shall be used to meet the needs of the individual Local Agency. These hours can be focused on one or more of categories listed above.

Documentation of Training

Each Local Agency shall maintain current records of all new employee and continuing education provided to each individual staff for each fiscal year. This includes documentation of trainings facilitated by Local Agencies, as well as documentation of trainings received/completed by each staff member.

Agency Training Documentation

Current training files for each continuing education training provided by a Local Agency for each fiscal year shall include:

- Name of training provided
- An agenda or outline of the training
- Breakdown of education hours by category
- Location of training
- A list of all WIC staff members that participated in the training
- Names of trainers who facilitated the training
- Dates and time spent in training

Staff Member Training Documentation

Current training files for each WIC staff member shall include:

- Documentation (including signed Certificates of Completion for highest stage completed and post-test scores for LMS courses) of completed new employee trainings as outlined in the New Employee Training Plan.
- Documentation (including the date, name of training, location, time spent in training, category of training for each fiscal year) of completed continuing education trainings. (Consider using the pre-ME Training Log as this will be required to be completed and submitted prior to the LA Management Evaluation. This form can be found in Chapter 15 or on the ADHS WIC Program Integrity Page under Forms.)
- Documentation of all completed Local Agency Self Assessments (LASAs) for each fiscal year.
- If necessary, an annually-updated, individualized training plan for staff members who do not demonstrate adequate competency during LASAs, or who were not present at required facilitated trainings provided by the Local Agency.

Section F

Nutrition Education Materials

Program Incentives

The United States Department of Agriculture (USDA) allows the State, when funds are available, to purchase incentive and outreach items for WIC. The items would be used for teaching health messages or to inform people about the WIC Program. They would not promote a certain Local Agency's logo or be items that would be seen or used by staff only. Items shall include the State WIC hotline: 1-800-2525-WIC (1-800-252-5942) or website address: azwic.gov.

These items are allowable for three purposes: outreach, breastfeeding promotion, and nutrition education.

Program incentive items should:

- Be targeted to participants
- Contain a WIC-approved nondiscrimination statement for publications or other printed material that also include any program information
- Have a clear and useful connection to particular WIC nutrition education messages
- Either convey enough information to be considered educational or be utilized by participants to reinforce nutrition education contacts
- Have value as nutrition education aids that equal or outweigh other uses
- Be distributed to the audience for which the items were designed (e.g., tippy cups distributed to mothers of infants who are learning or shall be learning to drink from a cup during a relevant nutrition education contact)
- Be reasonably and necessarily priced

Some examples include calendars that contain important nutrition education messages and refrigerator magnets with nutrition or breastfeeding information on them.

For breastfeeding specific guidance, refer to Chapter 19.

Appendix A: New Employee Training Plan

Introduction

New employee training requirements are divided into separate stages. Each stage includes required competencies to complete for the assigned position. Local Agency (LA) Trainers (or employees designated to facilitate trainings) are responsible for verifying the completion of all requirements for each stage.

Completed Training Stages

Certificates must be signed by the LA WIC director and Local Agencies will be responsible for emailing or scanning a copy of each stage's signed certificate of completion to the State office at WICServiceDesk@azdhs.gov as each stage is completed by the new employee.

Stage 1 Description

Stage 1 training includes required courses and activities to develop competencies performed by all WIC staff. Competencies include using participant-centered services (PCS) when interacting with clients and observing the civil rights of all participants. New employees will learn what services WIC provides, the role of WIC in promoting and supporting breastfeeding, how to use HANDS, and how to complete intake and eligibility determination for new WIC participants. WIC staff will learn to precertify clients, how to transfer clients between clinics, and how to issue and void Food Benefits. New employees will also learn Arizona's requirements for voter registration and how to handle customer complaints and civil rights complaints.

Stage 1 Training Checklist

- ☐ WIC 101 (AZ TRAIN Online Course)
- ☐ Civil Rights New Employee (AZ TRAIN Online Course) (no pretest or posttest)
- ☐ C.L.A.S. - (AZ TRAIN Online Course) (no pretest or posttest)
- ☐ Conflict of Interest and Confidentiality (AZ TRAIN Online Course)
- ☐ PCS: Setting the Stage (AZ TRAIN Online Course)
- ☐ Voter Registration PPT (AZ TRAIN Online PPT)
- ☐ Breastfeeding (AZ TRAIN Online Course/Guidebook)
- ☐ HANDS Part 1 Modules 1-3 (Intro, Intake, Eligibility) (AZ TRAIN Online Course/Guidebook)
- ☐ HANDS Part 2 Module 7 (Appointments) (AZ TRAIN Online Course/Guidebook)
- ☐ HANDS Part 2 Module 8 (Precertifications) (AZ TRAIN Online Course/Guidebook)
- ☐ HANDS Part 2 Module 9 (Transfers) (AZ TRAIN Online Course/Guidebook)
- ☐ Income Documentation Training (AZ TRAIN Recording/Guidebook)
- ☐ Community Referrals (No State Training Provided)
- ☐ Optional: Breast Pump Return - HANDS Part 2 Module 10 (Slides 9-11) (AZ TRAIN Online Course)

Stage 1 Required Observations

Tool Used: [Stage 1 Observation Form](#)

Stage 1 Observation Objectives:

- Accurate completion of the introductory portion of Certification appointments.
Note: Local Agencies with positions that do not require income screening may have trainees complete Stage 1 without completing the Income training.
- The introductory portion of **three** Certification appointments (completion of Family, Client, Immunization (when applicable), Income, and Certification screens) will be observed by the Trainer/designee.
- Feedback will be provided by the Trainer/designee to reinforce skills.
- Additional observations are required until the Trainer feels confident in new employees' ability to complete the introductory portion of Certification appointments.

Stage 1 Completion

Issue Stage 1 Certificate upon completion of Stage 1 Training Checklist and Stage 1 Required Observations:

- [Stage 1 Certificate of Completion with Income Training](#) or

(Without Income Eligibility Training)

Issue Stage 1 Certificate upon completion of Stage 1 Training Checklist and Stage 1 Required Observations:

- [Stage 1 Certificate of Completion without Income Training](#)

Stage 2 Description

Stage 2 training addresses the competencies of WIC staff performing growth assessment and hemoglobin screening (length, height, weight, hemoglobin) of WIC clients. Stage 2 courses and activities help WIC employees learn procedures to ensure safety, accuracy, and correct data entry in HANDS.

Note: Local Agencies with positions that do not require Medical screen training may have trainees complete Stage 2 without HANDS Part 2, Module 4 Medical Screen Training.

Stage 2 Training Checklist

- ☐ Hematology (AZ TRAIN Online Course/Guidebook)
- ☐ Anthropometrics (AZ TRAIN Online Course/Guidebook)
- ☐ HANDS Part 2 Module 4 (Assessment Part 1) (AZ TRAIN Online Course)

Stage 2 Required Observations

Tool Used: [Stage 2 Observation Form](#)

Stage 2 Observation Objectives:

- Perform safe and accurate measurements using each of the six methods of growth assessment or hemoglobin screening: Masimo Pronto, HemoCue, standing weight scale, infant scale, standing height, recumbent length.
- **Three** observations for each of the **six** growth or hemoglobin assessment methods listed above will be recorded by the Trainer/designee. For employees who enter HANDS Medical screen data, this stage includes accurate entry of data obtained in Stage 2 assessment methods performed.
- Feedback will be provided by the Trainer/designee to reinforce skills.
- Additional observations are required until the Trainer feels confident in new employees' ability to complete the hematology/anthropometry portion of Certification appointments.

Stage 2 Completion

Issue Stage 2 Certificate upon completion of Stage 2 Training Checklist and Stage 2 Required Observations:

- [Stage 2 Certificate of Completion with HANDS Module 4 Training](#) or (Without optional HANDS Module 4 Training) Issue Stage 2 Certificate upon completion of Stage 2 Training Checklist and Stage 2 Required Observations:
- [Stage 2 Certificate of Completion without HANDS Module 4 Training](#)

Stage 3 Description

Stage 3 training includes competencies required for providing breastfeeding support, nutrition assessment, counseling, nutrition education, referrals, and note taking. WIC staff will improve ability to use PCS skills to complete assessments of anthropometric, biochemical, medical, dietary, and environmental risks using GTHM tools, and assign corresponding risk codes in HANDS. Staff will also learn how to provide valuable client education based on clients' needs and interests, assign/tailor appropriate food packages for clients, issue Standard Contract Formulas, and document the summary of appointments in the HANDS Note screen.

Stage 3 Training Checklist

- ☐ Principals of Influence 101 (AZ TRAIN Online Course)
- ☐ PMAD (Perinatal Mood and Anxiety Disorders) for WIC Staff (AZ TRAIN Online Course/Guidebook)
- ☐ ACEs Adverse Childhood Experiences (AZ TRAIN Online Course)
- ☐ Baby Behaviors (AZ TRAIN Online Course/Guidebook)
- ☐ Toddler Behavior (AZ TRAIN Online Course/Guidebook)
- ☐ Basic Nutrition* (AZ TRAIN Online Course/Guidebook)
- ☐ Prenatal Nutrition* (AZ TRAIN Online Course/Guidebook)
- ☐ Postpartum Nutrition* (AZ TRAIN Online Course/Guidebook)
- ☐ Infant Nutrition* (AZ TRAIN Online Course/Guidebook)
- ☐ Child Nutrition* (AZ TRAIN Online Course/Guidebook)
- ☐ Assessment eLearning (AZ TRAIN Online Course/Guidebook)
- ☐ Read and Understand [TGIF Documentation](#)
- ☐ GTHM Training (Local Agency Training)
- ☐ HANDS Part 2 Module 5 (Assessment Part 2) (AZ TRAIN Online Course/Guidebook)
- ☐ HANDS Part 2 Module 6 (Completing the Certification) (AZ TRAIN Online Course/Guidebook)
- ☐ HANDS Part 2 Module 10 (Breast Pump Issuance and Return) LMS Online Course/Guidebook
- ☐ WIC Breastfeeding Basic (LA Facilitated Training)
([Contact State Breastfeeding Coordinator for materials](#))
- ☐ Introduction to Formula ([Formula 1 PPT](#) or LA-Developed/State Agency-Approved Training)
- ☐ Review [Nutrition Risk Manual/WIC Code Cheat Sheets](#)
- ☐ [Food List Training](#) (Main Food List Training, Card Sort Activity, WIC Food List Jeopardy)
- ☐ High-Risk Referrals
- ☐ [Medium and High Risk Referrals PPT](#)
- ☐ [When to Refer to a High-Risk Dietitian](#)

Stage 3 Required Observations

Tool Used: [Stage 3 Observation Form](#)

Stage 3 Objectives:

- Accurate completion of the Assessment, Breastfeeding Surveillance (when applicable), education, Care Plan, Food Package, Appointments, and Note screens for each of the following categories:
 - Infants
 - Children
 - Pregnant Women
 - Postpartum Women
 - Breastfeeding Women
- At least **three** Certification appointment observations of the competencies listed above are required for each of the **five** participant categories described. (Minimum of **15** observations total)
- Feedback will be provided by the Trainer/designee to reinforce skills.
- Additional observations are required until the Trainer feels confident in new employees' ability to complete the end portion of Certification appointments.

Stage 3 Completion

Issue Stage 3 Certificate upon completion of Stage 3 Training Checklist and Stage 3 Required Observations:

- [Stage 3 Certificate of Completion](#)

Stage 4 Description

Stage 4 has been separated into three different categories (4a, 4b, 4c) based upon assigned risks for which the trainee is qualified to provide counseling.

Stage 4a Description

Stage 4a includes additional observations of trainees completing low-risk counseling appointments. No new training courses or activities are introduced in Stage 4a. It is recommended to schedule Stage 4a observations after the trainee has opportunities to continue practicing competencies observed in Stage 3, and within the trainee's probationary period. The purpose of Stage 4a is to support improvement of counseling skills and nutrition education as the trainee gains experience observing the cycle of the individual care plan.

Stage 4a Required Observations

Tool Used: [Stage 4a Observation Form](#)

- Stage 4a Objectives:
- Accurate, relevant nutrition counseling to provide nutrition education and referrals based on participant risks, concerns, and interests. Appropriate documentation of notes for nutritional counseling provided.
- **Two** observations of individual nutrition counseling (may include Nutrition Education, Mid-Certification, or Certification appointments) for each of the following categories:
 - Infants
 - Children
 - Pregnant Women
 - Postpartum Women
 - Breastfeeding Women
- Use the [Scale Rubric for Arizona WIC appointments](#) during Stage 4a observations to ensure that all competencies are objectively evaluated.
- **Five** random note reviews (not including notes from appointments visually observed) written by trainees for any combination of one one-on-one Nutrition Education, Mid-Certification or Certification appointments for any category of participant.
- Feedback will be provided by the Trainer/designee to reinforce skills.
- Additional observations are required until the Trainer feels confident in new employees' ability to consistently provide nutrition education and referrals during visits with WIC participants.

Stage 4a Completion

Issue Stage 4a Certificate upon completion of Stage 4a Required Observations:

- [Stage 4a Certificate of Completion](#)

Stage 4b/c Description

The Stage 4b and Stage 4c training addresses competencies required to provide advanced assessment and counseling skills for clients who have been assigned medium- (Stage 4b) or high-risk codes (Stage 4c). WIC staff completing Stage 4b/c will learn professional note-taking methods, formula approvals, and how to counsel clients assigned medium- and/or high-risk codes, by reviewing the medium-/high-risk codes along with their corresponding assessment criteria and evidence-based recommendations. Trainees completing Stage 4b/c will also be observed completing additional medium-/high-risk counseling appointments.

Stage 4b/c Training Checklist

- ☐ Read and Understand [Nutrition Services Standard 3, Section N & Standard 7, Section A](#)
- ☐ Read and Understand [Participant-Centered Nutrition Education \(Chapter 7, Section B\)](#)
- ☐ Read and Understand [High-Risk/Medium-Risk Scope of Practice \(Chapter 7, Section D\)](#)
- ☐ Read and Understand [Health and Nutrition Assessment \(Chapter 2, Section G\)](#)
- ☐ Advanced Food Package Training
- ☐ Read and Understand [Chapter 3 \(Food Package\)](#)
- ☐ Review [Food List Database](#)
- ☐ Advanced Formula Training
- ☐ Read and Understand [Chapter 4 \(Formula\)](#)
- ☐ Advanced Formula Training ([Advanced Formula PPT](#))
- ☐ Read and Understand [Nutrition Care Guidelines](#)
- ☐ Read and Understand [SOAP Documentation](#)
- ☐ Read and Understand [ADIME Documentation](#)
- ☐ Complete [Medium-Risk/High-Risk Guidebooks](#) (Stage 4 Resources)

Note: New employees completing Stage 4b Required Observations are only required to complete sections of the guidebooks/workbooks that correspond to medium-risk codes, while new employees completing Stage 4c are required to complete all sections of the following guidebooks/workbooks:

- ☐ [Infant Guidebook](#) / [Workbook](#)
- ☐ [Child Guidebook](#) / [Workbook](#)
- ☐ [Women Guidebook](#) / [Workbook](#)

Stage 4b Required Observations (Medium-Risk Only)

Tool: [Stage 4b/c Observation Form](#)

Stage 4b Objectives:

- Performance of competencies in Stage 4b/c Training Checklist, including formula approvals and nutrition counseling for clients assigned medium-risk codes. Nutrition counseling successfully applies assessment criteria for specific assigned medium-risk codes and evidence-based recommendations. Notes documented using professional method such as SOAP, ADIME, or other recognized professional format.
- **Five** medium-risk appointments (for any medium-risk code) will be observed by Trainers or non-probationary WIC registered dietitians/medium-risk nutritionists.
- Use the [Scale Rubric for Arizona WIC appointments](#) during Stage 4b/c observations to ensure that all competencies are objectively evaluated.
- **Five** random note reviews of appointments for any medium-risk code, any participant category (not including notes from appointments visually observed) completed by Trainers and/or non-probationary WIC registered dietitians/medium-risk nutritionists.
- Feedback will be provided by the Trainer/designee to reinforce skills.
- Additional observations are required until the Trainer feels confident in new employees' ability to consistently provide nutrition education and referrals during visits with medium-risk WIC participants.

Stage 4b Completion

Certificate Issued upon completion of Stage 4 b/c Training Checklist and Stage 4b Required Observations:

- [Stage 4b Certificate of Completion](#)

Stage 4c Required Observations (Medium/High-Risk)

Tool: [Stage 4b/c Observation Form](#)

Stage 4c Objectives:

- Performance of competencies in Stage 4b/c Training Checklist, including formula approvals and nutrition counseling for clients assigned medium/high-risk codes. Nutrition counseling successfully applies assessment criteria for specific assigned medium/high-risk codes and evidence-based recommendations. Notes documented using professional method such as SOAP, ADIME, or other recognized professional format.
- **Five** medium/high-risk appointments (for any medium/high-risk code) will be observed by Trainers or non-probationary WIC registered dietitians/medium-risk nutritionists.
- **Five** random note reviews of appointments for any medium/high-risk code, any participant category (not including notes from appointments visually observed) completed by Trainers and/or non-probationary WIC registered dietitians/medium-risk nutritionists.
- Feedback will be provided by the Trainer/designee to reinforce skills.
- Additional observations are required until the Trainer feels confident in new employees' ability to consistently provide nutrition education and referrals during visits with high-risk WIC participants.

Stage 4c Completion

Issue Certificate upon completion of Stage 4 b/c Training Checklist and Stage 4 c Required Observations:

- [Stage 4c Certificate of Completion](#)

Appendix B:
Sample New Employee Training Plan Schedule (Optional)

Sample New Employee Training Plan Schedule

Week One – Stage 1 New Employee Training

NOTE: The amount of time needed to complete courses/activities will vary by individual. The training timeline is intended to help pace the training schedule and to show which courses/activities are required before interacting with participants. Please contact your Nutrition Services Consultant to discuss any training schedule concerns for an individual.

NOTE: This sample schedule DOES NOT include Stage 4 observations since they are to be completed any time within the employee probationary period.

Day 1	Day 2	Day 3	Day 4	Day 5
-New employee orientation -Basic new employee information -Agency specifics -Sign necessary new employee forms -How to answer telephones -Email information -Clinic opening & closing procedures	-Begin WIC 101 LMS course -Begin Conflict of Interest LMS course -Observe flow of clinic, answering telephones, WIC appointment scheduling, and answering participants' questions	-Begin HANDS Part 1 LMS Modules 1-3 -Begin HANDS Part 1 Guidebook	-Begin HANDS Part 2 LMS Modules 7-9 -Begin HANDS Part 2 Guidebook	-Observe Certifications, health checks or nut ed appointments

Week One Activities
<input type="checkbox"/> New employee orientation, HR forms, computer log-in, agency policies, customer service, etc. (LA training)
<input type="checkbox"/> Required LMS course: WIC 101 (or equivalent Local Agency training)
<input type="checkbox"/> Required LMS course: Conflict of Interest and Confidentiality
<input type="checkbox"/> Required LMS course: HANDS Part 1 LMS/Guidebook
<input type="checkbox"/> Required LMS course: HANDS Part 2 LMS/Guidebook
<input type="checkbox"/> Observation of clinic flow, answering phones, making appointments (LA training)

Week Two – Stage 1 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Complete Civil Rights LMS course -Complete Voter Registration PPT	-Begin Setting the Stage LMS course -Begin C.L.A.S. LMS course	-Income Doc. Training (AZ TRAIN Recording/Guidebook)	-Income Doc. Shadowing and Practice	-Income Doc. Shadowing and Practice

Week Two Activities
<input type="checkbox"/> Required LMS course: Civil Rights
<input type="checkbox"/> Required: Voter Registration PPT (AZ TRAIN)
<input type="checkbox"/> Required LMS course: Setting the Stage
<input type="checkbox"/> Required LMS course: C.L.A.S. (no Guidebook or posttest)
<input type="checkbox"/> Required: Income Documentation Training (AZ TRAIN Recording/Guidebook)

CIVIL RIGHTS COURSE MUST BE COMPLETED WITHIN 30 DAYS OF HIRE

Week Three – Stage 1 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Begin Breastfeeding LMS course Modules 1-4 -Begin Breastfeeding Guidebook	-Begin Breastfeeding LMS course Modules 5-7 -Complete Breastfeeding Guidebook	-Optional: Breast Pump Return - HANDS Part 2 Module 10	-Stage 1 Required Observations	-Stage 1 Required Observations

Week Three Activities
<input type="checkbox"/> Required LMS course: Breastfeeding/Guidebook
<input type="checkbox"/> Required: Community Referrals (no State training provided)
<input type="checkbox"/> Optional: Breast Pump Return - HANDS Part 2 Module 10 (Slides 9-11) (AZ TRAIN Online Course)
<input type="checkbox"/> Stage 1 Required Observations

CIVIL RIGHTS COURSE MUST BE COMPLETED WITHIN 30 DAYS OF HIRE

Week Four – Stage 2 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Take Hematology LMS course -Complete Hematology Guidebook	-Take Anthropometrics LMS course -Complete Anthropometrics Guidebook	-Begin HANDS Part 2 LMS Module 4 -HANDS Part 2 Guidebook	-Observe and practice Hematology, Anthropometrics skills	-Stage 2 Required Observations

Week Four Activities
<input type="checkbox"/> Required LMS course: Hematology/Guidebook
<input type="checkbox"/> Required LMS course: Anthropometrics/Guidebook
<input type="checkbox"/> Required LMS course: HANDS Part 2 LMS Module 4 Assessment

Week Five – Stage 3 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Take Principles of Influence LMS course -Complete Principles of Influence Guidebook	-Take PMAD LMS course -Complete PMAD Guidebook -Take ACEs LMS course	-Take Baby Behaviors LMS course -Begin Baby Behaviors Guidebook	-Cont. Baby Behavior LMS course -Cont. Baby Behaviors Guidebook	-Complete Baby Behaviors LMS course -Complete Baby Behaviors Guidebook

Week Five Activities
<input type="checkbox"/> Required LMS course: Principles of Influence/Guidebook
<input type="checkbox"/> Required LMS course: PMAD for WIC Staff/Guidebook
<input type="checkbox"/> Required LMS course: ACEs (Adverse Childhood Experiences)
<input type="checkbox"/> Required LMS course: Baby Behavior/Guidebook

Week Six – Stage 3 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Begin Toddler Behavior LMS course -Begin Toddler Behavior Guidebook	-Complete Basic Nutrition LMS course -Complete Basic Nutrition Guidebook	-Complete Prenatal Nutrition LMS course -Complete Prenatal Nutrition Guidebook	-Complete Postpartum Nutrition LMS course -Complete Postpartum Nutrition Guidebook -	-Complete Infant Nutrition LMS course -Complete Infant Nutrition Guidebook

Week Six Activities
<input type="checkbox"/> Required LMS course: Toddler Behavior/Guidebook
<input type="checkbox"/> Required LMS course: Basic Nutrition/Guidebook
<input type="checkbox"/> Required LMS course: Prenatal Nutrition/Guidebook
<input type="checkbox"/> Required LMS course: Postpartum Nutrition/Guidebook
<input type="checkbox"/> Required LMS course: Infant Nutrition/Guidebook

Week Seven – Stage 3 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Complete Child Nutrition LMS course -Complete Child Nutrition Guidebook -	-Begin Assessment eLearning LMS course -Begin Assessment eLearning Guidebook	-Continue Assessment eLearning LMS course -Continue Assessment eLearning Guidebook	-Shadow and observe appointments, Guidebook activities	-Complete Assessment eLearning LMS course -GTHM

Week Seven Activities
<input type="checkbox"/> Required LMS course: Child Nutrition/Guidebook
<input type="checkbox"/> Required LMS course: Assessment eLearning/Guidebook
<input type="checkbox"/> GTHM (LA facilitated training)

Week Eight – Stage 3 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Complete HANDS Part 2 LMS Modules 5-6 -Complete HANDS Part 2 LMS Module 10 -Complete HANDS Part 2 Guidebook	Food List Training	-Complete eWIC LMS course -Complete eWIC Guidebook	-WIC Breastfeeding Basic	-WIC Breastfeeding Basic cont.

Week Eight Activities
<input type="checkbox"/> Required LMS course: HANDS Part 2 Module 5 (Assessment Part 2)/Guidebook
<input type="checkbox"/> Required LMS course: HANDS Part 2 Module 6 (Completing the Certification)/Guidebook
<input type="checkbox"/> Required LMS course: HANDS Part 2 Module 10 (Completing the Certification)/Guidebook
<input type="checkbox"/> Required: Food List Training (Main Food List Training, Card Sort Activity, WIC Food List Jeopardy)
<input type="checkbox"/> Required LMS course: eWIC/Guidebook
<input type="checkbox"/> Required: WIC Breastfeeding Basic (LA facilitated training)(Contact State Breastfeeding Coordinator for materials)

Week Nine – Stage 3 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Introduction to Formula PPT	-Review Nutrition Risk Manual -Review WIC Code Cheat Sheets	-High-Risk Referrals policy review -Weight Codes Referrals PPT -When to Refer to a High-Risk Dietitian	-Review TGIF Documentation requirements	-Stage 3 Required Observations

Week Nine Activities
<input type="checkbox"/> Required: Introduction to Formula PPT
<input type="checkbox"/> Required: Review Nutrition Risk Manual and WIC Code Cheat Sheets
<input type="checkbox"/> Required: High-Risk Referrals <ul style="list-style-type: none">○ Weight Codes Referrals PPT○ When to Refer to a High-Risk Dietitian
<input type="checkbox"/> Required: Read and Understand TGIF Documentation
<input type="checkbox"/> Stage 3 Required Observations

Week Ten – Stage 3 New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Stage 3 Required Observations	-Stage 3 Required Observations	-Stage 3 Required Observations	-Stage 3 Required Observations	-Stage 3 Required Observations

Week Ten Activities
<input type="checkbox"/> Stage 3 Required Observations
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Week Eleven – Stage 4b/c (High/Med. Risk) New Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Read and Understand Nutrition Services Standard 3, Section N & Standard 7, Section A	-Read and Understand Participant-Centered Nutrition Education (Chapter 7, Section B)	- Read and Understand High-Risk/Medium-Risk Scope of Practice (Chapter 7, Section D) -Required: Read and Understand Health and Nutrition Assessment (Chapter 2, Section G)	-Read and Understand Food Packages (Chapter 3) -Advanced Food Package Training	-Advanced Food Package Training Cont.

Week Eleven Activities
<input type="checkbox"/> Required: Read and Understand Nutrition Services Standard 3, Section N & Standard 7, Section A
<input type="checkbox"/> Required: Read and Understand Participant-Centered Nutrition Education (Chapter 7, Section B)
<input type="checkbox"/> Required: Read and Understand High-Risk/Medium-Risk Scope of Practice (Chapter 7, Section D)
<input type="checkbox"/> Required: Read and Understand Health and Nutrition Assessment (Chapter 2, Section G)
<input type="checkbox"/> Required: Read and Understand Food Packages (Chapter 3)
<input type="checkbox"/> Required: Advanced Food Package Training

Week Twelve – Stage 4b/c (Medium-/High-Risk) Employee Training

Day 1	Day 2	Day 3	Day 4	Day 5
-Read and Understand Formula (Chapter 4)	-Advanced Formula Training	-Read and Understand Nutrition Care Guidelines -Read and Understand SOAP/ADIME documentation	-Med/High-Risk Guidebooks: Infant Guidebook and Infant Workbook	-Med/High-Risk Guidebooks: Women Guidebook and Women Workbook

Week Twelve Activities
<input type="checkbox"/> Required: Read and Understand Formula (Chapter 4)
<input type="checkbox"/> Required: Advanced Formula Training
<input type="checkbox"/> Required: Read and Understand Nutrition Care Guidelines
<input type="checkbox"/> Required: Read and Understand SOAP/ADIME documentation
<input type="checkbox"/> Required: Med/High-Risk Guidebooks: Infant Guidebook and Infant Workbook
<input type="checkbox"/> Required: Med/High-Risk Guidebooks: Child Guidebook and Child Workbook
<input type="checkbox"/> Required: Med/High-Risk Guidebooks: Women Guidebook and Women Workbook

Appendix C: HANDS Competencies

Competencies

Stage 1 HANDS Competencies	
1. To understand that WIC is a national program administered by the USDA and describe the purpose of the WIC program.	11. To describe the clerk role in supporting/promoting breastfeeding
2. To successfully logon to the HANDS System	12. To describe the clerk role in providing good customer service
3. To correctly identify and appropriately utilize the different parts of the HANDS System windows	13. To understand the clerk role in promoting good clinic flow
4. To successfully navigate through the HANDS System	14. To understand the clerk role in handling customer complaints and civil rights complaints
5. To accurately perform a query	15. To successfully print and distribute food benefits
6. To successfully utilize appropriate help functions	16. To successfully void and reissue food benefits
7. To identify eligibility criteria and successfully pre-certify a client	17. To understand and successfully run appropriate reports
8. To successfully transfer in-state and out-of-state clients	
9. To schedule a new appointment	
10. To print an appointment notice	

New Employee Training: Stage 1 and 2

HANDS Competencies	
1. To describe the purpose of the WIC program and identify eligibility criteria	12. To describe the Stage 1 role in supporting/promoting breastfeeding
2. To successfully logon to the HANDS System	13. To correctly identify the guidelines for weighing and measuring clients
3. To correctly identify and appropriately utilize the different parts of the HANDS System windows	14. To describe common anthropometric and biomedical risks
4. To successfully navigate through the HANDS System	15. To successfully print and distribute food benefits
5. To accurately perform a query	16. To successfully void and reissue food benefits.
6. To successfully utilize appropriate help functions	17. To understand and successfully run appropriate reports
7. To successfully pre-certify a client	
8. To successfully transfer in-state and out-of-state clients	
9. To schedule a new appointment	
10. To successfully determine and document income eligibility using the Income Calculator	
11. To print an appointment notice	

New Employee Training: Stage 3 and 4

HANDS Competencies	
1. To describe the purpose of the WIC program and identify eligibility criteria	12. To describe the nutrition education specialist role in supporting/promoting breastfeeding
2. To successfully logon to the HANDS System	13. To correctly identify the guidelines for weighing and measuring clients
3. To correctly identify and appropriately utilize the different parts of the HANDS System windows	14. To describe common anthropometric, biomedical, medical, and dietary risks
4. To successfully navigate through the HANDS System	15. To successfully complete a conversational ABCDE nutrition and health assessment using the GTHM tools.
5. To accurately perform a query	16. To successfully transition from assessment to education
6. To successfully utilize appropriate help functions	17. To offer participant centered nutrition education based on client needs and interests
7. To successfully pre-certify a client	18. To create a client care plan based on client information
8. To successfully transfer in-state and out-of-state clients	19. To understand and assign the appropriate food package for a client
9. To schedule a new appointment	20. To successfully print and distribute food benefits
10. To successfully determine and document income eligibility using the Income Calculator	21. To successfully void and reissue food benefits
11. To print an appointment notice	22. To understand and successfully run appropriate reports
	23. To demonstrate their skills to provide nutrition education to WIC participants through role play

WIC Director/Administrator

HANDS Competencies	
1. To prepare program budget (contract) proposals, participate in contract negotiations, and monitor compliance	18. To manage clinic operations: Load clinic hours, appointments and schedules in HANDS
2. To manage caseload and priority distribution with an outreach plan, appointment scheduling, waiting lists, and waiting lists sorted by priority	19. To understand and follow federal processing standards
3. To submit reports and revisions in a timely manner according to the <u>AZ P&P</u> manual, “Financial Management” chapter	20. To ensure separation of duties in Local Agency clinics
4. To understand process for submitting Contractor Expenditure Reports (CER’s)	21. To appropriately resolve client complaints
5. To order forms and supplies from the Office of Nutrition Services (ONS) Administrative Support Supervisor at the State WIC office	22. To develop an appropriate outreach plan
6. To submit inventory list annually	23. To update and confirm referral lists
7. To obtain State approval prior to purchasing capital equipment as defined in <u>AZ P&P</u>	24. To develop a Nutrition Care Plan for each risk factor, including the procedures for identifying high-risk clients and documentation of an internal referral process
8. To understand the community needs assessment for vendor authorizations	25. To develop procedures for internal referrals to nutritionist
9. To develop, implement and monitor procedures to ensure food instrument security and accountability	26. To develop and update Local Agency WIC P&P manual
10. To ensure the accuracy of food instrument issuance and redemption training	27. To document and maintain files according to the <u>AZ P&P</u> , “Records and Reports” chapter
11. To ensure that maximum levels of food are not exceeded	28. To understand Community Nutrition Team Programs and Services
12. To refer all vendor requests/complaints/issues to the State Agency for follow-up	29. To identify Healthy Arizona 2020 Nutrition Objectives
13. To follow-up on all vendor complaints regarding participants that are forwarded to you by the State Agency	30. To understand the role of the HANDS system
14. To notify the State Agency of all claims of lost and/or stolen food benefits	31. To understand Children's Rehabilitative Services, Early Intervention Program, and High-Risk Prenatal Services
15. To complete and submit the Redemption Error Report by due date	32. To appropriately use HANDS management functionality
16. To develop and perform quality assurance reviews or other continuous quality improvement program regularly	33. To provide daily staff supervision
17. To prepare and present an annual review/evaluation for each staff member	34. To understand how to run HANDS reports

HANDS Local Agency Administration

HANDS Competencies	
1. To create a new employee in the HANDS computer system	
2. To edit personnel information in the HANDS computer system.	
3. To appropriately use the outreach/referrals section of the HANDS computer system.	
4. To complete the time study/daily log in the HANDS computer system.	
5. To complete the annual WIC cost summary in the HANDS computer system.	
6. To run reports in the HANDS computer system.	
7. To assign passwords and roles to new users and update passwords and roles for existing users of the HANDS computer system.	
8. To run Caseload reports in the HANDS computer system.	
9. To demonstrate understanding of how to appropriately monitor eWIC card management and inventory.	
10. To understand how to identify FI benefit issuance.	
11. To use the Outputs section of the HANDS computer system.	
12. To demonstrate an understanding of how to track/monitor help desk calls.	
13. To demonstrate an understanding of how to report a technical problem.	

Appendix D: VENA Competencies

New Employee Training: Stage 1

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Understands WIC program requirements.	<p>Knowledge of:</p> <p>WIC Program services, Participant categories, WIC foods and key nutrients in foods, Income requirements, and Community resources.</p> <p>Participants' rights and responsibilities</p> <p>How to use WIC Food Benefits</p> <p>How to complete and use WIC ID folder</p> <p>The basic physiology of lactation and evidence-based techniques for lactation management.</p> <p>Breastfeeding support and resources provided by WIC.</p> <p>Community Referral Resources</p>	<p>Have the ability to assess participant's understanding of information provided.</p> <p>Explains the WIC Program, the eligible population, income qualifications, and the services provided. i.e. referrals, nutrition education, community resources, nutritious foods, WIC complaint hotline, and other basic information.</p> <p>Explains to participants their rights and responsibilities and voter registration</p> <p>How to use Food Benefits and Cash Value Vouchers and where they can be used.</p> <p>Accurately completes and explains the WIC ID folder</p> <p>Promotes breastfeeding.</p> <p>Explains WIC support and resources available to participants such as the breastfeeding hotline, as appropriate</p> <p>Provide appropriate referrals to community resources.</p> <p>Attends required in-services and trainings.</p> <p>Successful completion of required Stage 1 courses.</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Nutrition assessment process: Understands the WIC nutrition assessment process, including risk assignment and documentation.	<p>Knowledge of:</p> <p>How to navigate in HANDS</p> <p>WIC eligibility and Certification requirements.</p> <p>Knowledge and purpose of nutrition assessment, risk assignment, nutrients in WIC foods, and food package in the WIC program</p> <p>Importance of accurately documenting in HANDS.</p> <p>Other available services in the community.</p>	<p>Pre-certifies and schedules WIC appointments in HANDS</p> <p>Explains eligibility requirements and Certification process to participants</p> <p>Accurately completes the following: collect required demographic data, eligibility and category determination, record documentation, food instrument issuance, appointment scheduling, and referrals to other programs</p> <p>Appropriately documents required data in HANDS.</p> <p>Determines which other community programs the participant shall be eligible for and/or shall benefit from and makes appropriate referrals.</p> <p>Successful completion of Stage 1 required courses.</p>			
Communication: Knows how to develop rapport and foster open communication with participants and caretakers.	<p>Knowledge of:</p> <p>The principles of effective communication</p> <p>USDA and State agency policies about participant confidentiality.</p>	<p>Answers, routes, and receives all incoming phone calls for clinic(s)</p> <p>Documents participant demographic information</p> <p>Picks up and delivers mail, receives and distributes correspondence</p> <p>Monitors and orders office and medical supplies as needed</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
		<p>Documents food instrument issuance</p> <p>Obtains release of information before sharing any participant data</p> <p>Protects participant confidentiality</p> <p>Conducts interviews and collects information on residency, income, and family situation.</p> <p>Provides education to participants on program rights and responsibilities, how to use food benefits correctly, and WIC foods.</p> <p>Provides explanations when/if participant is unable to follow program guidelines.</p> <p>Answers basic questions and resolves simple complaints from applicants.</p> <p>Successful completion of required Stage 1 courses.</p>			
<p>Multicultural awareness:</p> <p>Understands how sociocultural issues affect nutrition and health practices and nutrition-related health problems.</p>	<p>Knowledge of:</p> <p>Cultural groups in the target population, including their families and communities, values and beliefs, characteristics, and resources.</p> <p>Cultural eating patterns and family traditions such as core foods, traditional celebrations, and fasting.</p>	<p>Completes annual Civil Rights training</p> <p>Respects different belief systems about issues such as blood work, alternative medicine, and traditional healers.</p> <p>Uses culturally appropriate communication styles to collect participant information</p> <p>Uses interpretation and/or translation services appropriately to collect information</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
	Differences in communication styles between groups and how these differences shall impact the assessment process.	from participants with limited English proficiency. Awareness of cultural issues surrounding breastfeeding.			
Critical thinking: Knows how to synthesize and analyze data to draw appropriate conclusions.	Knowledge of: Principles of critical thinking. Critical thinking recognizes when participants need higher level referrals such as nutritionists, supervisors, and/or IBCLC.	Schedules participants appropriately. Asks additional questions to clarify information or gather more details. Maintains an awareness of the participant's current situation and determines best course of action. Makes appropriate referrals to supervisors, dietitians, or IBCLC.			
Customer Services: Provides good customer service using PCE approach.	Knowledge of: Principles of PCE in dealing with customers to meet their needs.	Greets and acknowledges customers in courteous manner builds rapport with active and reflective listening. Provides accurate and relevant information. Able to diffuse a difficult situation with a frustrated/angry customer			

New Employee Training: Stage 2

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Anthropometric and hematological data collection techniques: Understands the importance of using appropriate measurement techniques to collect anthropometric and hematological data.	<p>Knowledge of:</p> <p>Knowledge and purpose of medical assessment in the WIC program and how to collect hematological and anthropometric information.</p> <p>The basic relevance of anthropometric data to health and nutrition status.</p> <p>Relationship of hematological parameters to health and nutrition status</p>	<p>Cleans, maintains, sets up, and organizes the laboratory to meet local and state quality assurance standards.</p> <p>Demonstrates appropriate anthropometric measurement techniques.</p> <p>Reads and records measurements accurately.</p> <p>Demonstrates appropriate technique for performing a hemoglobin screening and assessment.</p> <p>Obtains consent and release prior to performing screenings.</p> <p>Performs measurements of stature, weight, hemoglobin, and review of medical documentation.</p> <p>Explains the purpose of collecting anthropometric and hematological data to participants.</p> <p>Follows protocols for re-measurements.</p> <p>Successful completion of required Stage 1 courses.</p>			

New Employee Training: Stage 3

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Principles of life-cycle nutrition: Understands normal nutrition issues for pregnancy, lactation, the postpartum period, infancy, and early childhood.	<p>In addition to knowledge and skills of the CS.</p> <p>Knowledge of:</p> <p>Nutrition requirements and dietary recommendations for women, infants, and children served by WIC.</p> <p>Federal nutrition policy guidance and its implications for women, infants and children served by WIC.</p> <p>Relevant evidence-based recommendations published by the American Academy of Pediatrics, the American Dietetic Association, American College of Obstetrics and Gynecology, and the International Lactation Consultant Association.</p> <p>The basic physiology of lactation and evidence-based techniques for lactation management.</p>	<p>In addition to performance expected of CS:</p> <p>Analyzes health and nutrition histories based on lifecycle stage. Evaluates the impact of the parent/feeding dynamics on nutritional status, growth, and development.</p> <p>Interprets and compares dietary practices of WIC participants to federal policy guidance.</p> <p>Differentiates between safe and inappropriate food and nutrition practices.</p> <p>Selects food package tailored to participant's nutritional and preference needs.</p> <p>Selects appropriate nutrition education materials</p> <p>Analyzes and compares dietary practices to evidence-based recommendations.</p> <p>Assesses potential barriers to breastfeeding.</p> <p>Recognizes health and lifestyle contraindications to breastfeeding.</p> <p>Applies knowledge of physiology in the assessment of breastfeeding problems.</p> <p>Successfully completes a 30 hour Breastfeeding Course.</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
		<p>After passing the CBC/CLC courses, completes breastfeeding assessments at critical points in the early postpartum period.</p> <p>Analyzes breastfeeding problems using evidence-based information as the standard. Evaluates the impact of early formula supplementation and mother/infant separation on milk supply and the mother's breastfeeding intention.</p> <p>Promotes breastfeeding and refers participants to Certified Lactation Consultants as needed.</p> <p>Attends the state-wide nutrition education workshop, regional training, departmental in-services, and other trainings as required.</p>			
Nutrition assessment process: Understands the WIC nutrition assessment process, including risk assignment and documentation.	<p>Knowledge of:</p> <p>How to conduct an effective conversational assessment using the HANDS system and VENA skills.</p> <p>WIC medical and nutrition risk criteria.</p> <p>Importance of documenting nutrition assessment results.</p>	<p>Appropriately completes a health and nutrition assessment using the GTHM conversational approach, including assessing for all applicable WIC Codes using the ABCDE guide and GTHM tools.</p> <p>Evaluates need for documentation of diagnosis vs. self-report of medical conditions according to policies.</p> <p>Applies risk definitions correctly and uses appropriate cut-off values when assigning nutrition risks.</p> <p>Completes documentation of nutrition</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
		assessment using approved workarounds, appropriately assigns WIC Codes in Health History screen and completes documentation of assessment in the Notes screen using TGIF note guidelines. Assess participant progress from previous visit.			
Anthropometric and hematological data collection techniques: Understands the importance of using appropriate measurement techniques to collect anthropometric and hematological data.	In addition to knowledge and skills of the CS Knowledge of: Relevance of anthropometric data to health and nutrition status. Relationship of hematological parameters to health and nutrition status	In addition to performance expected of Stage 2: Interprets growth data and prenatal weight gains correctly. Evaluates anthropometric and blood work results for nutritional risk. Follow local agency protocol for values that qualify as a medical emergency.			
Nutrition Education: Provide Participant Centered nutrition education.	Knowledge of: PCE skills including motivational interviewing and emotion based counseling. Nutrition Care Standards. (Care Plans) WIC approved education materials such as Touching Hearts, Touching Minds and Breastfeeding book. Other available services in the community.	Provides participant centered nutrition education based on participant interest and risk to achieve behavior change. Provides participant centered, emotion based nutrition education reflecting participant interest and risk to achieve behavior change. Use handouts when appropriate. Documents nutrition education contact in the Care Plan screen and topics given in the TGIF Note appropriately. Documents referrals provided.			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
		Determines which other community programs the participant shall be eligible for and/or shall benefit from and makes appropriate referrals and documentation.			
Behavior Change: Help guide participant to identify behavior change goals.	Knowledge of: Behavioral change theories such as stages of change.	Assesses participants' readiness for change. Works with participants to determine next steps. Conducts PCE group sessions and discussions. Documents participants' goals using TGIF note type in the Notes screen in HANDS.			
Food Package Assignment: Tailor food package to meet participant health, situational and cultural needs.	Knowledge of: WIC Food Packages available in HANDS. WIC formula and food package issuance policies and procedures.	Assigns issues and documents appropriate food package in HANDS. Able to customize a food package in HANDS. Follows procedure for new food package request.			
Communication: Knows how to develop rapport and foster open communication with participants and caretakers.	The principles of effective communication to collect nutrition assessment information.	Protects participant confidentiality Provides PCE based on participant's identified nutritional risk and the participant's priority, emphasizing positive health outcomes. Answers more complex questions and resolves more complex complaints from applicants. Acts as mentor to Stage 1 employees			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Multicultural awareness: Understands how socio-cultural issues affect nutrition and health practices and nutrition-related health problems.	<p>Knowledge of:</p> <p>Cultural groups in the target population, including their families and communities, values and beliefs, characteristics, and resources.</p> <p>Cultural eating patterns and family traditions such as core foods, traditional celebrations, and fasting.</p> <p>Differences in communication styles between groups and how these differences shall impact the assessment process.</p>	<p>Respects different belief systems about issues such as blood work, immunizations, dietary supplements, alternative medicine, and traditional healers.</p> <p>Evaluates cultural practices for their potential to harm the participant's health or nutritional status.</p> <p>When appropriate, includes core foods and recognizes their nutrient contributions in an assessment of eating patterns.</p> <p>Evaluates food selection and preparation within a cultural context.</p> <p>Selects food package tailored to participant's cultural needs.</p> <p>Uses culturally appropriate communication styles to collect nutrition assessment information.</p> <p>Uses interpretation and/or translation services appropriately to collect nutrition assessment information from participants with limited English proficiency.</p> <p>Uses culturally appropriate strategies to assess breastfeeding practices and beliefs</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Critical thinking: Knows how to synthesize and analyze data to draw appropriate conclusions.	Knowledge of: Principles of critical thinking.	Collects all assessment information before drawing risk or counseling conclusions and deciding upon the best course of action. Asks additional probing questions to clarify information or gather more details. Recognizes factors that contribute to the identified nutrition problem(s) and refers appropriately. Considers the applicant's point of view about nutrition and health priorities, needs, and concerns. Prioritizes nutrition problems to be addressed. Understands when to refer participant to the nutritionist/RD			

WIC Program Quality Assurance Activities Performed by Manager or Designee

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Principles of life-cycle nutrition: Understands normal nutrition issues for pregnancy, lactation, the postpartum period, infancy, and early childhood.	Same knowledge and skills as STAGE 3.	Same performance expected as STAGE 3.			
Nutrition assessment process: Understands the WIC nutrition assessment process, including risk assignment and documentation.	Same knowledge and skills as Stage 3.	Same performance expected as Stage 3. Conducts quality assurance activities and documentation procedures.			
Anthropometric and hematological data collection techniques: Understands the importance of using appropriate measurement techniques to collect anthropometric and hematological data.	In addition to the Knowledge and Skills of Stage 3: State Anthropometric and Laboratory manual regarding lab techniques, quality assurance, and record keeping.	Conducts quality assurance activities on laboratory results and record keeping procedures.			
Nutrition Education: Provide Participant Centered nutrition education.	Same Knowledge and Skills as STAGE 3.	Same Performance Expected of Stage 3.			
Behavior Change: Help guide client to identify behavior change goals.	In addition to Knowledge and Skills as STAGE 3:	In addition to Performance Expected of STAGE 3:			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
	Knowledge of adult learning principles and behavior change theory.	Assist staff in their own work performance improvement.			
Food Package Assignment: Tailor food package to meet client health, situational and cultural needs.	In addition to Knowledge and Skills as STAGE 3: HANDS reports related to food package issuance. State and local policies and procedures related to food packages	In addition to Performance Expected of STAGE 3: Run and analyze food package reports in HANDS and take appropriate action to resolve any discrepancies. Work with and respond to vendors, medical community, and other external partners regarding food benefit guidelines. Follows procedure for new food package request.			
Communication: Knows how to develop rapport and foster open communication with participants, caretakers, staff, and external partners.	In addition to Knowledge and Skills of STAGE 3: Knowledge of customer service and conflict management principles. Knowledge of effective verbal and written communication skills.	In addition to Performance Expected of STAGE 3: Provide effective and timely resolution of conflict to satisfy client need. Ensure that clients receive good customer service through observation and client feedback. Speaks and writes clearly and effectively. Protects participant confidentiality			
Multicultural awareness: Understands how socio-cultural issues affect nutrition and health practices and	In addition to Knowledge and Skills of STAGE 3: Knowledge of Civil Rights Title VI law regarding language access services.	In addition to Performance Expected of STAGE 3: Ensures that clients' language needs are met.			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
nutrition-related health problems.					
Critical thinking: Knows how to synthesize and analyze data to draw appropriate conclusions.	In addition to Knowledge and Skills of STAGE 3: Principles of critical thinking.	In addition to Performance Expected of STAGE 3: Demonstrates a strong ability to identify, analyze, and solve problems.			
Clinic Operations: Knowledge of how to maintain processes necessary for clinic function and integrity.	Knowledge and Skills of: Federal, State, and Local policies and procedures. Caseload management. HANDS reports and Discover queries. Fraud and integrity policies and corrective actions. Community partners and resources. Emergency, OSHA, State, and Local security policies on staff, clinic, and client safety.	Follows Federal, State, and Local policies and procedures. Develop clinic procedures for policy implementation. Maintains and optimizes caseload via staffing patterns, clinic flow, staff productivity, outreach, budget management, and quality customer service. Runs, analyzes, and/or addresses pertinent reports. Runs, analyzes, and/or addresses pertinent reports. Follows State and Local procedures in handling client and staff fraud. Performs check reconciliation. Develops and maintains referral network and referral materials. Follows policies to maintain a safe			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
		environment and reports issues appropriately.			
Personnel Management: Knowledge of how to effectively manage staff.	Knowledge of and skills related to: Management and supervisory principles. Training requirements of staff. Local agency human resources/personnel rules.	<p>Makes certain that employees have a clear understanding of their responsibilities.</p> <p>Effectively coaches and counsels staff.</p> <p>Motivates staff to work toward personal, professional, and agency goals.</p> <p>Monitors, mentors, and coaches staff to ensure compliance with Federal, State, and Local policies and utilizes appropriate monitoring tools.</p> <p>Prepares staff for Management Evaluations.</p> <p>Provides a safe environment for mentoring, coaching, and providing feedback to staff.</p> <p>Evaluates participant centered clinic.</p> <p>Develop and monitor adherence to training plans for all staff utilizing appropriate training resources, i.e. LMS and in-person trainings.</p> <p>Follows local guidelines on hiring, firing, and progressive discipline.</p> <p>Uses sound coaching techniques to solve disciplinary problems.</p> <p>Conducts regular performance evaluations for each staff.</p>			

Stage 4a/c

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Principles of life-cycle nutrition: Understands normal nutrition issues for pregnancy, lactation, the postpartum period, infancy, and early childhood.	<p>Nutrition requirements and dietary recommendations for women, infants, and children served by WIC.</p> <p>Federal nutrition policy guidance and its implications for women, infants and children served by WIC.</p>	<p>Provides emotion-based nutrition education using appropriate GTHM tools to high-risk participants.</p> <p>High-Risks:</p> <p>103- infants and children underweight <5%ile</p> <p>132 – maternal weight loss</p> <p>134- failure to thrive – infants and children</p> <p>141- low birth weight infants and children up to 12 months</p> <p>142- premature infants and children up to 12 months</p> <p>302- gestational diabetes for pregnant women, referral to MNT or doctor</p> <p>602/603 – Breast Feeding complications; after initial consultation shall be referred to CBC or CLC</p> <p>Approves special formula food packages</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Nutrition assessment process: Understands the WIC nutrition assessment process, including risk assignment and documentation.	Knowledge of: Purpose of nutrition assessment in the WIC program and how to collect information using the GTHM conversational approach. WIC nutrition risk criteria.	Monitors high-risk client progress. Writes nutrition education and nutrition risk protocols with local agency Successfully completes LMS courses as they become available.			
Anthropometric and hematological data collection techniques: Understands the importance of using appropriate measurement techniques to collect anthropometric & hematological data.	In addition to the Knowledge and Skills of the STAGE 3: Knowledge of State Anthropometric and Laboratory manual regarding lab techniques, quality assurance, and record keeping.	In addition to performance expected of STAGE 3: Read and reference Anthropometric Lab manual Assists supervisor in staff observation.			
Nutrition Education: Provide Participant Centered nutrition education.	In addition to the Knowledge and Skills of STAGE 3: Advanced knowledge of participant centered education and adult learning principles, including motivational interviewing, emotion-based counseling, and behavior change theory.	In addition to Performance Expected of STAGE 3: Serves as model for all staff of exemplary participant centered education. Mentors STAGE 3 staff in PCE techniques and provides constructive feedback and evaluation.			
Behavior Change: Help guide client to identify behavior change goals	In addition to Knowledge and Skills as STAGE 3: Knowledge of adult learning principles and behavior change theory.	In addition to Performance Expected of STAGE 3: Helps high-risk clients move toward behavior change and monitor their progress. Assists staff in their own work performance improvement.			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Food Package Assignment: Tailor food package to meet client health, situational and cultural needs.	<p>In addition to Knowledge and Skills as STAGE 3:</p> <p>Knowledge of:</p> <p>Food package policies, procedures, and availability in HANDS to assign appropriate package to participants.</p> <p>Federal Food Package III and importance of working with health care providers.</p> <p>All WIC-approved formulas and indications, including formulas for special needs clients and medical foods.</p> <p>Policies regarding working with AHCCCS and CRS.</p>	<p>In addition to Performance Expected of STAGE 3:</p> <p>Assesses clients' need for and approves special formula food packages.</p> <p>Follows up with physicians on non-contract regular formulas and requests approval from State.</p> <p>Assists clients in obtaining special formulas.</p> <p>Works with and responds to vendors, medical community, and other external partners regarding food package guidelines.</p> <p>Follows procedure for new food package request.</p> <p>Coordinates with local health care providers to obtain necessary documentation and provide appropriate food and formulas to clients.</p> <p>Approves appropriate formulas and medical foods and follows up with health care provider when needed.</p> <p>Coordinates and refers with AHCCCS and CRS per State protocol.</p>			
Communication: Knows how to develop rapport and foster open communication	<p>Knowledge of:</p> <p>The principles of effective communication to collect nutrition assessment information.</p>	<p>Answers the most complex questions and resolves the most complex complaints from applicants and staff.</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
with participants and caretakers.	<p>Using Participant centered communication style in nutrition education, staff communication and conflict resolution</p> <p>USDA and State agency policies about participant confidentiality.</p>	<p>Provides participant centered nutrition education, counseling and referral for complex medical and nutritional needs</p> <p>Protects participant confidentiality</p>			
<p>Multicultural awareness:</p> <p>Understands how socio-cultural issues affect nutrition and health practices and nutrition-related health problems.</p>	<p>Knowledge of:</p> <p>Cultural groups in the target population, including their families and communities, values and beliefs, characteristics, and resources.</p> <p>Cultural eating patterns and family traditions such as core foods, traditional celebrations, and fasting.</p> <p>Differences in communication styles between groups and how these differences shall impact the assessment process</p>	<p>Respects different belief systems about issues such as blood work, immunizations, dietary supplements, alternative medicine, and traditional healers.</p> <p>Evaluates cultural practices for their potential to harm the participant's health or nutritional status.</p> <p>When appropriate, includes core foods and recognizes their nutrient contributions in an assessment of eating patterns.</p> <p>Evaluates food selection and preparation within a cultural context.</p> <p>Selects food package tailored to participant's cultural needs.</p> <p>Uses culturally appropriate communication styles to collect nutrition assessment information.</p> <p>Uses interpretation and/or translation services appropriately to collect nutrition assessment information from participants with limited English proficiency.</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
		Uses culturally appropriate strategies to assess breastfeeding practices and beliefs			
Critical thinking: Knows how to synthesize and analyze data to draw appropriate conclusions.	In addition to Knowledge and Skills of STAGE 3: Principles of critical thinking.	In addition to Performance Expected of STAGE 3: Demonstrates a strong ability to identify, analyze, and solve problems.			
Mentoring, Monitoring, and Training	Knowledge of VENA, PCE, nutrition, and adult learning principles. Knowledge of Federal, State, and Local policies and procedures.	Mentors, models, and trains all staff on nutrition-related topics. Works one-on-one with staff to develop PCE skills. Assists supervisor in observation of staff to comply with policies and to prepare for management evaluations. Assists in the hiring process and training of new staff.			
Manages and supervises WIC staff	Federal nutrition policy guidance and its implications for women, infants and children served in WIC	Acts as a liaison to public and government agencies, health care providers, and hospitals regarding nutrition and program service issues Participates in the development of policies and procedures Oversees and assists the director in developing training plan for CNW's in area of nutrition Acts as preceptor/proctor for staff training.			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
		<p>Manages and monitors employee activities in LMS</p> <p>Participates in hiring process for other CNW's</p> <p>Participates in supervising and training staff</p> <p>Assists in planning and coordinating outreach efforts, and/or other WIC related programs or projects</p> <p>Conducts staff meetings and in-services.</p> <p>Other duties as assigned.</p>			

Stage 4a/b

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Principles of life-cycle nutrition: Understands normal nutrition issues for pregnancy, lactation, the postpartum period, infancy, and early childhood.	Knowledge of: Nutrition requirements, dietary recommendations, and Federal nutrition policy guidance for women, infants, and children served by WIC.	Provides nutrition education to medium-risk participants and tailors food packages appropriately. Medium Risks: 101 - pre--pregnancy underwgt. 103- infants and children underwgt >5%ile - <10 %ile 131- low maternal wgt. gain 141- low birth wgt.infants and children, previously seen by high-risk nutritionist, when infants are older than 12 months 142- premature infants and children, previously seen by high-risk nutritionist, when infants older than 12 months 201- anemia, when hemoglobin in the “nutritionist” ranges			
Nutrition assessment process: Understands the WIC nutrition assessment process, including risk assignment and documentation.	In addition to Knowledge and Skills of STAGE 3: Knowledge of: Purpose of nutrition assessment in the WIC program and how to collect information using the GTHM conversational approach.	In addition to Performance Expected on STAGE 3: Provides a thorough assessment of medium-risk clients before providing education/intervention. Monitors medium-risk client progress.			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
	WIC nutrition risk criteria.	Writes nutrition education and nutrition risk protocols with local agency and receives approval from the State.			
Anthropometric and hematological data collection techniques: Understands the importance of using appropriate measurement techniques to collect anthropometric & hematological data.	In addition to the Knowledge and Skills of the STAGE 3: Knowledge of State Anthropometric and Laboratory manual regarding lab techniques, quality assurance, and record keeping.	In addition to performance expected of STAGE 3: Read and reference Anthropometric Lab manual Assists supervisor in staff observation.			
Nutrition Education: Provide Participant Centered nutrition education.	In addition to the Knowledge and Skills of STAGE 3: Advanced knowledge of participant centered education and adult learning principles, including motivational interviewing, emotion-based counseling, and behavior change theory.	In addition to Performance Expected of STAGE 3: Serves as model for all staff of exemplary participant centered education. Mentors STAGE 3 staff in PCE techniques and provides constructive feedback and evaluation.			
Behavior Change: Help guide client to identify behavior change goals.	In addition to Knowledge and Skills as STAGE 3: Knowledge of adult learning principles and behavior change theory.	In addition to Performance Expected of STAGE 3: Helps medium-risk clients move toward behavior change and monitors their progress. Assists staff in their own work performance improvement.			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Food Package Assignment: Tailor food package to meet client health, situational and cultural needs.	<p>In addition to Knowledge and Skills as STAGE 3:</p> <p>Knowledge of:</p> <p>Food package policies, procedures, and availability in HANDS to assign appropriate package to participants.</p> <p>Federal Food Package III and importance of working with health care providers.</p> <p>All WIC-approved formulas and indications, including formulas for special needs clients and medical foods.</p> <p>Policies regarding working with AHCCCS and CRS.</p>	<p>In addition to Performance Expected of STAGE 3:</p> <p>Assesses clients' need for and approves special formula food packages.</p> <p>Follows up with physicians on non-contract regular formulas and requests approval from State.</p> <p>Assists clients in obtaining special formulas.</p> <p>Works with and responds to vendors, medical community, and other external partners regarding food package guidelines.</p> <p>Follows procedure for new food package request.</p> <p>Coordinates with local health care providers to obtain necessary documentation and provide appropriate food and formulas to clients.</p> <p>Approves appropriate formulas and medical foods and follows up with health care provider when needed.</p> <p>Coordinates and refers with AHCCCS and CRS per State protocol.</p>			

Competency	Knowledge and Skills	Performance Expected	Target Date	Comments	Date Completed
Communication: Knows how to develop rapport and foster open communication with participants, caretakers, staff, and external partners.	In addition to Knowledge and Skills of STAGE 3: Knowledge of customer service and conflict management principles. Knowledge of effective verbal and written communication skills.	In addition to Performance Expected of STAGE 3: Models excellent customer service. Models exemplary verbal and written communication skills. Protects participant confidentiality			
Critical thinking: Knows how to synthesize and analyze data to draw appropriate conclusions.	In addition to Knowledge and Skills of STAGE 3: Knowledge of appropriate case management and advocacy skills to achieve optimal outcomes.	In addition to Performance Expected of STAGE 3: Utilizes community resources and referrals to best serve the client's needs.			
Mentoring, Monitoring, and Training	Knowledge of VENA, PCE, nutrition, and adult learning principles. Knowledge of Federal, State, and Local policies and procedures.	Mentors, models, and trains all staff on nutrition-related topics. Works one-on-one with staff to develop PCE skills. Assists supervisor in observation of staff to comply with policies and to prepare for management evaluations. Assists in the hiring process and training of new staff.			

Index

Care Plan, 7-6, 7-8, 7-12, 7-13, 7-15, 7-26, 7-48, 7-58
Competencies, 7-22, 7-44, 7-45, 7-46, 7-47, 7-48, 7-49, 7-50
Continuing Education, 7-18, 7-19
Documentation of Education, 7-13
facilitated group nutrition education, 7-9
high-risk counseling, 7-12, 7-28
Incentives, 7-20
LMS, 7-17, 7-19, 7-25, 7-32, 7-33, 7-34, 7-35, 7-36, 7-37, 7-38, 7-39, 7-65, 7-67, 7-71
mentoring, 7-5, 7-16, 7-17, 7-65
New Employee Training, 7-16, 7-19, 7-21, 7-31, 7-32, 7-33, 7-34, 7-35, 7-36, 7-37, 7-38, 7-39, 7-40, 7-41, 7-42, 7-46, 7-47, 7-51, 7-55, 7-56
nutrition education contact, 7-7, 7-8, 7-9, 7-10, 7-11, 7-17, 7-20, 7-58
Nutrition Education Materials, 7-10, 7-20
Participant-Centered Nutrition Education, 7-7, 7-28, 7-42
Program Education, 7-5, 7-6
TGIF note, 7-7, 7-8, 7-9, 7-10, 7-58, 7-59
training plan for new employees, 7-16