| **CT WIC Staff Orientation Competency Areas** | **Meets Competencies When…** | **Initial Review**  Date | **Sign-off**  **Supervisor**  Initials | **Annual Review**  Date | **Sign-off**  **Supervisor**  Initials | **As needed**  Date | **Sign-off**  **Supervisor**  Initials |
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| **Complete within 30 days**  **(prior to providing direct participant services)** |  |  |  |  |  |  |  |
| **Customer Service**   * View the CT Exceptional Client Services module * Review reflection questions * Discuss with Supervisor/Mentor * Print certificate of completion for employee file   Watch [Brené Brown on Empathy vs Sympathy](https://brenebrown.com/videos/rsa-short-empathy/) | Understands and demonstrates excellent customer service skills.  **WIC staff:**   * Uses good interpersonal skills (VENA: Rapport Building). Is polite and has a customer-friendly manner (deals effectively with upset /emotional participants). * Is sympathetic to participant’s challenges/interests and language. * Listens actively, doesn’t interrupt, and limits use of jargon (Cert, Recert, VOC, etc.). * Effectively communicates necessary information regarding Certification appointments. * Efficient management of clinic flow.   Establishes consistent use of local agency appointment policy, procedures for missed appointments, has extended hours to increase access to appointments and considers participant input for appointment times.   * List 2 reasons why good customer service is important. * Rewrite the following statement “The other staff person was wrong! That’s not our policy!” * Think about a time when you experienced great customer service and bad customer service. Why were they so memorable and what could have made them better? * Describe the difference between sympathy and empathy. How could you rephrase a sympathetic response to be more empathetic? |  |  |  |  |  |  |
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| **WIC Program Eligibility Requirements**  State Plan Policy  **200 Certification** | States four components of WIC Program Eligibility and can list the noted exceptions to reduce participant barriers to Program access.   * How would you explain the WIC eligibility components to a potential participant? To a health professional or community partner? * Why is it important for participants and WIC partners to be clear about WIC eligibility criteria? * How does WIC differ from other nutrition assistance programs? * How will you explain the importance of nutrition assessment to all WIC participants? |  |  |  |  |  |  |
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| **Local Agency Phone Etiquette or Guidelines**  [Common Phone Courtesies](http://public.health.oregon.gov/HealthyPeopleFamilies/wic/Documents/orwl/pce-cl-rapport-building.pdf)  Oregon WIC | Complies with all local requirements for phone procedures. Understands the importance of excellent customer service from the beginning.   * Describe your agency’s phone policy. * List 4 common courtesies to utilize during phone calls. |  |  |  |  |  |  |
| **Civil Rights**  State Plan Policies  **104-Civil Rights**  **106-Fair Hearings**  [Civil Rights training](https://www.health.state.mn.us/people/wic/localagency/program/civilrights/index.html)  Missouri WIC | Understands the expectation on serving all WIC participants respectfully and legally. Ensures participants race/ethnicity information is collected in accordance with federal regulations. Demonstrates appropriate use of the Notice of Participation Action and Fair Hearing forms.   * Describe the appropriate method for collecting race and ethnicity information of WIC participants. * Explain what the Notice of Participation Action form is used for? * What are the appropriate steps to take when a participant is claiming discrimination and where would you access this information? |  |  |  |  |  |  |
| **Anthropometric and Biochemical Data Collection**  [Anthropometric training](http://depts.washington.edu/growth/)  HHS-Maternal and Child Health Bureau training modules  Review **200-34 Local Agency Non-Invasive Hemoglobin Testing of WIC Participants** | Consistently perform anthropometric measurements and enters information collected/recorded into CT-WIC system.   * Explain why it is essential to gather accurate anthropometric information. * What are some things to remember when collecting height and weight (i.e. clothing)? * What techniques would you use when collecting information from a fidgety child? * Describe how to effectively utilize the Pronto device in hemoglobin screening. |  |  |  |  |  |  |
| **VENA- Value Enhanced Nutrition Assessment**  [WIC Works VENA Learning Center](https://wicworks.fns.usda.gov/resources/value-enhanced-nutrition-assessment-vena-guidance)  [WIC Works Learning Online](https://wicworks.fns.usda.gov/resources/wic-learning-online" \o " ) | Gain overall knowledge of all aspects of VENA including rationale and background, use of critical thinking, rapport building, effective participant centered communication and education while working with participants toward positive health outcomes. See *WIC Nutrition Risk and Diet Assessment* section below.  *Throughout this document there are suggestions for completion of key areas of VENA. After completion of these areas please print a certificate of completion for employee file.* |  |  |  |  |  |  |
| **Complete within 60 days** |  |  |  |  |  |  |  |
| **CT-WIC Training**  **CT-WIC User’s Manual CLINIC Module** | Demonstrates proficiency in all aspects of the WIC computer system i.e. development and maintenance of site/agency schedule, participant processing and data entry.   * Supervisor/trainer will observe appropriate data entry and scheduling procedures completed. |  |  |  |  |  |  |
| **WIC Nutrition Services Documentation**  State Plan Policy  **300-09 Nutrition Services Documentation** | Understands the importance of documentation for continuity of care, program accountability and quality improvement.   * Explain why the Documentation Guidance was developed. * Describe essential information that should be included in education notes. |  |  |  |  |  |  |
| **VENA: Communication and Rapport**  WIC Works Sections:  [Using Active Listening in Workplace Situations](https://wicworks.fns.usda.gov/resources/wic-learning-online" \o " ) | Effectively communicates with participants and caregivers by using open-ended questions, reflective listening skills, and affirmations. Provides context for WIC nutrition assessment and/or follow-up visit in addition to timeframe and tailor’s information to participant’s relevant interests. Adjusts to participant’s stage of change. Applies cultural competence techniques to improve communication and rapport.   * Identify the different stages of change. How could you support a participant into the action phase? * List 2 open ended questions. Provide 2 examples of affirmations. |  |  |  |  |  |  |
| **VENA: Critical Thinking**  WIC Works Section:  [VENA- Value Enhanced Nutrition Assessment](https://wicworks.fns.usda.gov/resources/wic-learning-online-job-aids)  [VENA: Connecting the Dots Between Assessment and Intervention](https://wicworks.fns.usda.gov/resources/wic-learning-online) | Demonstrates use of critical thinking skills, including accurate identification of nutrition issues, effectively prioritize nutritional problems and barriers to positive health outcomes, and the identification of participant’s health priorities.   * What are 3 steps that encompass critical thinking as it relates to a nutrition assessment? * How would you handle a situation when a participant identifies a goal that is not one you have identified as the most important? |  |  |  |  |  |  |
| **Complete within 3 months** |  |  |  |  |  |  |  |
| **Situational CT-WIC Issues** | Triages problems in CT-WIC that are non-routine in nature. Examples include voiding/reissuing benefits, data entry issues, etc.   * Identify 3 CT-WIC issues you have encountered over the past 90 days. How did you handle these issues? * Identify one key staff member that would be able to assist you. |  |  |  |  |  |  |
| **Second Nutrition Education Options:**  **In person: Individual or Facilitated Group Discussions**  **Video: Individual or Facilitated Group Discussion**  **Phone**  **WIC Smart**  **300-03 Nutrition Education**  [Facilitating WIC Discussion Groups](https://wicworks.fns.usda.gov/wicworks/Sharing_Center/WA/Connect/Facilitating.pdf)  Altarum Training Materials: Facilitated Group Discussion  WICSmart Modules  **WIC Policy 300-15: On-line Education** | Understands the importance of secondary education, procedure, and purpose, pre and post questions, and interacting with participants. Staff understands nutrition education options (available at second contacts/follow-ups not requiring an in-person visit) and appropriately markets options to participants.  Secondary groups should be led in a facilitated style to encourage participant interaction.   * What are some key methods to utilize when providing education in a group format? * What are two benefits of providing facilitated group education?   Video/Virtual Call whether individual or a facilitated group education should occur in an environment that promotes effective communication between the WIC staff and the participant and ensures that both are actively involved in the interaction.   * What is one benefit of conducting video or virtual appointments? * Demonstrate how you would market video/virtual appointments to participants?   Phone appointments should follow the same process as an in-person visit. Staff must meet the participant’s needs by using good active listening skills to provide participant centered services.   * What are two methods to utilize when providing education over the phone? * What do you see as two barriers to providing education over the phone and what skills could you use to remove those barriers?   Understands the importance of offering alternative options for second nutrition contacts via on-line education. Understands WICSmart policy and procedures and remote benefit issuance processes.   * What are two benefits of WICSmart for eligible participants? * Demonstrate how you would market WICSmart to participants? |  |  |  |  |  |  |
| **CT Local Agency Policy and Procedure Manual** | Locates appropriate information in the procedure manual to maintain clinic flow, late policy, walk-in policy, extensions, etc.   * Where is your LA Policy and Procedure manual? * What is your agency’s policy on late participants or walk-ins? How is this communicated to participants? |  |  |  |  |  |  |
| **Special Formula Assessment and Documentation**  State Plan Policies  **400-10 to 400-15 Food Delivery** | Is knowledgeable of CT WIC formula policy for both standard and special formulas. Is aware of staff directly involved with this process and how to refer families when questions arise.   * What is CT WIC formula policy? * Where can you go for further information on special formula ordering procedures? |  |  |  |  |  |  |
| **VENA: WIC Nutrition Risk and Diet Assessment**  State Plan Policies:  **200-08 through 200-16 Certification**  **300-09 Nutrition Services Documentation** CT WIC  Documentation and i-PAUSE Guidance | * Demonstrates knowledge of the WIC Nutrition Risk Criteria used for WIC Program eligibility. Determines nutritional risk of WIC children (low risk 3-5-year-old) based on a complete WIC nutrition assessment. * Incorporates components of VENA Skills below. * Provides nutrition education and counseling as appropriate and is consistent with identified WIC nutritional risk criteria. * Considers and incorporates the identified needs/interests of WIC participant into education and counseling.   Provides and reviews with participants nutrition education materials to reinforce nutrition/health topics.  Facilitate participant goal setting using i-PAUSE to address identified nutrition risks or participant concerns. Actively and consistently refers low risk participants to other healthcare services based on assessment or participant request.   * Identify 4 reasons a complete nutrition assessment is important in the WIC setting. * What is the most effective way to complete a nutrition assessment? * Describe how the assessment process is related to positive health outcomes. * Explain what i-PAUSE is and how you are going to utilize during counseling sessions. * List the three timeframes for PMAD screening and referral. * What is the local agency protocol for referral and follow-up for pregnant and postpartum participants that respond other than “no” on the EPDS (PMAD) screening tool? (Question #10) * When is it appropriate to use the EPDS 3-Question screen per PMAD Protocol? |  |  |  |  |  |  |
| **Local Agency Planning**  State Plan Policy  **100-03 Program Plan** | Understands the components and contributes to the annual Local agency Plan (LAP). Is aware of WIC Outcome Objectives as set by the State WIC Office and the local agency targets. Identifies staff’s role in reaching local agency and State goals, including nutrition education leading to positive health outcomes.   * What is your role in the LAP development? * Describe WIC staff role in the development and execution of strategies identified in the LAP. |  |  |  |  |  |  |
| **VENA: Positive Health Outcomes** | Help to manage building participant’s knowledge and power to achieve optimal health; consistently tracks participants’ progress in improving their health. Partners with participants’ to develop positive health outcomes by: providing positive affirmations for healthy behavior practices, providing useful, constructive feedback, reinforcing participant accountability for behavior change, providing realistic suggestions to address nutritional issues, partnering with participant in setting goals, and appropriately summarizing agreed on goals.   * List 3 strategies in partnering with participants to develop health outcome goals. * What is one way to provide continual support through the process of change? |  |  |  |  |  |  |
| **Lifecycle Nutrition**  VENA Section: Feeding Infants: Nourishing Attitudes and Techniques  [Bright Futures](https://brightfutures.aap.org/materials-and-tools/guidelines-and-pocket-guide/Pages/default.aspx)  [Ellyn Satter](https://www.ellynsatterinstitute.org/" \o " )  [Choose my plate](http://www.choosemyplate.gov/)  [USDA Lifecycle Nutrition](https://nal.usda.gov/fnic/lifecycle-nutrition-0)  [Kids Eat Right](http://www.eatright.org/resources/for-kids)  [WIC Works Infant Feeding Guide](https://wicworks.fns.usda.gov/sites/default/files/media/document/Infant_Nutrition_and_Feeding_Guide.pdf)  WIC Works Section:  [Feeding Infants: Nourishing Attitudes and Techniques](https://wicworks.fns.usda.gov/resources/wic-learning-online)  [WIC Baby Behavior](https://wicworks.fns.usda.gov/resources/wic-learning-online) | Proficient in Lifecycle nutrition, targeted child health. Communicates effectively with participants on developmental readiness, age appropriate behaviors related to nutrition and physical activity.   * Why is breastfeeding an effective strategy to prevent childhood overweight and obesity? * What are some other strategies to implement throughout the life cycle to prevent obesity and other chronic diseases? |  |  |  |  |  |  |
| **VENA: Quality Assurance/Improvement** | Is knowledgeable of strategies to ensure QA including staff performance reviews, bi-annual State monitoring, off year local agency self-evaluations, peer reviews, observing/coaching from Program Nutritionist and quarterly chart audits.   * What is CT WIC chart audit policy? * Why are chart audits important? * What are the benefits of management conducting staff observations? * Why do chart audits alone not provide the entire picture of a WIC appointment? |  |  |  |  |  |  |
| **Complete within 6 months** |  |  |  |  |  |  |  |
| **Multicultural Competence**  Reference book: “Cultural Food Practices”  Editors: Cynthia M. Goody, PhD, MBA, RD and Lorena Drago, MS, RD, CDN, CDE  [Cultural and Linguistic Competency checklist](http://nccc.georgetown.edu/documents/Checklist%20PHC.pdf)  Georgetown University | Knowledgeable about cultural preferences on diet/health and be able to tailor a participants’ needs according to their culture. Demonstrates ability to locate relevant information on new cultural practices as needed.   * Describe one cultures diet/health preferences and traditions, other than your own. * What is one culture you are most unfamiliar with? How do you plan on increasing your comfort level with that culture? |  |  |  |  |  |  |
| **Breastfeeding Support and Education**  State Plan Policies  **300-04 and 300-12 Nutrition Services**  Reviews Breastfeeding Content Sheets  <https://portal.ct.gov/DPH/WIC/Breastfeeding-Resources>  [Make It Work!](http://www.itsworthitct.org/make-it-work.html) and [Make A Plan!](http://www.itsworthitct.org/make-a-plan.html) checklists  WIC Works Section:  [Baby Behavior Basics](https://wicworks.fns.usda.gov/resources/modifying-and-extending-fit-wic-materials-start-obesity-prevention-infancy-baby-behavior)  [Grow and Glow in WIC](https://wicworks.fns.usda.gov/resources/grow-and-glow-wic)  Go to the PDF resource files on the Grow and Glow page to download Gardeners’ Journal.  [WIC Breastfeeding Support](https://wicbreastfeeding.fns.usda.gov/) participant webpage and staff related training materials. | Understands CT WIC’s position on breastfeeding. Is aware of role in breastfeeding support and promotion including increasing comfort of breastfeeding within the clinic and encouraging exclusivity as the norm.   * What breastfeeding support is available to participants in your area? * What are some common barriers to breastfeeding success? * List the 4 stages of breastfeeding support available to WIC participants. |  |  |  |  |  |  |
| **Outreach and Referral**  State Plan Policies: **Outreach 101-04 and 101-05**  WIC Works Section:  [WIC 101](https://wicworks.fns.usda.gov/resources/wic-learning-online) | Is aware of the purpose of outreach opportunities and how to make the most of them. Contributes ideas on how to reach more participants through creative outreach efforts. Provides referrals to participants to bridge any gaps in obtaining necessary healthcare and social services, adequately documents outcome and follow up of referrals.   * List programs included in the mandatory referral brochure. * What are other common referrals for WIC participants? * What do you believe are the most important community relationships to establish/maintain for the WIC Program? * List at least 2 activities local agencies can implement to support the WIC & Head Start *Better Together* Collaboration. |  |  |  |  |  |  |
| **Nutrition Services Standards**  [USDA Nutrition Services Standard](https://wicworks.fns.usda.gov/sites/default/files/media/document/WIC_Nutrition_Services_Standards.pdf) | Understands Nutrition Services Standards (NSS) as they encompass all aspects of Nutrition staff job responsibilities.   * Explain why the NSS is integral in providing optimal service and how you can utilize it to improve the service you provide to WIC participants. |  |  |  |  |  |  |
| **Complete within 9 months** |  |  |  |  |  |  |  |
| **Caseload Management, Scheduling and Clinic Flow**  State Plan Policy  **100-02 Local Agency Caseload Management** | Is knowledgeable of the process of determining an appropriate staffing pattern based on assigned caseload and understands how customer service can affect participant retention. Maintains proper clinic flow. Filing, faxing, calling no-show’s to re-schedule, work with Nutritionist’s to coordinate walk-ins to improve clinic. Knowledgeable of when to alert management about scheduling or clinic issues.   * What is your agency’s current case load? Assigned case load? Show rate? * Based on your observations thus far, list strategies that could further improve clinic flow. |  |  |  |  |  |  |
| **Food Delivery System**  State Plan Policy:  **400 Food Delivery** | Is knowledgeable with the local program component of the food delivery system including distribution of food benefits to participants and assurance of safeguards for WIC benefits. Is knowledgeable of protocol when dealing with vendor complaints.   * What participant feedback regarding their WIC shopping experiences have you received? * What is one thing you would change to ensure their shopping experience improves? * List two tools that support participant’s in their shopping experience. |  |  |  |  |  |  |