| **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 | Understands and demonstrates for staff 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, ensures agency provides appropriate extended hours to increase access to appointments and ensures staff 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? |  |  |  |  |  |  |
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| **WIC Program Eligibility Requirements**  State Plan Policy  [200 Certification](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/200_certification_6_18_2014.pdf) | 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. Assists Program Coordinator or Site Nutritionists in providing constructive criticism to WIC staff to improve program performance as needed.   * Describe your agencies phone policy. * List 4 common courtesies to utilize during phone calls. * How would you approach a co-worker who needs to improve his/her phone skills? |  |  |  |  |  |  |
| **Civil Rights**  State Plan Policies  [104-Civil Rights](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/104_Civil_Rights2014.pdf)  [106-Fair Hearings](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/106_Fair_Hearings2014.pdf)  [Civil Rights training](http://health.mo.gov/living/families/wic/wiclwp/civilrights/viewer.swf)  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](https://connect.wisconsin.gov/dhswicweighmeasure/)  Wisconsin WIC | Consistently perform anthropometric measurements and enters information collected/recorded into SWIS 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? |  |  |  |  |  |  |
| **VENA- Value Enhanced Nutrition Assessment**  [WIC Works VENA Learning Center](http://www.nal.usda.gov/wicworks/Learning_Center/Assessment_VENA.html)  [WIC Works Learning Online](http://wicworks.nal.usda.gov/wic-learning-online) | Gain overall knowledge of all aspects of VENA including use of rapport building, effective participant centered communication and education while working with participants toward positive health outcomes.  *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** |  |  |  |  |  |  |  |
| **SWIS Training** | Demonstrates proficiency in all aspects of the WIC computer system i.e. development and maintenance of site/agency schedule, participant processing and data reporting.   * Supervisor/trainer will observe appropriate data entry and scheduling procedures completed. |  |  |  |  |  |  |
| **WIC Nutrition Services Documentation**  State Plan Policy  [300-09 Nutrition Services Documentation](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/300_nutrition_services_2014.pdf) | 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. |  |  |  |  |  |  |
| **Communication and Rapport**  WIC Works Sections:  [Communicating with Participants and Counseling Skills](http://wicworks.nal.usda.gov/wic-learning-online) | 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 tailors information to participant’s relevant interests. Adjusts to client’s stage of change. Applies cultural competence techniques to improve communication and rapport. Ensures continuity of care for participants by observing nutrition staff for appropriate rapport building skills and effective communication with participants.   * 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. * How do you plan to provide feedback to staff on this competency area? |  |  |  |  |  |  |
| **Critical Thinking**  WIC Works Section:  [VENA- Value Enhanced Nutrition Assessment](http://wicworks.nal.usda.gov/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 client’s health priorities. Ensures continuity of care for participants by observing nutrition staff use of appropriate rapport and critical thinking skills during participant interactions.   * 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 SWIS Issues** | Triages problems in SWIS that are non-routine in nature. Examples include voiding/reissuing benefits, data entry issues, etc.   * Identify 3 SWIS 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. |  |  |  |  |  |  |
| **Nutrition Education Classes**  WIC WORKS Sections:  [Counseling Skills](http://wicworks.nal.usda.gov/wic-learning-online): Using Facilitated Discussion  [Reaching Participants through WIC](http://wicworks.nal.usda.gov/wic-learning-online): Making Nutrition Education Fun and Attractive | Understands the importance of secondary education, procedure and purpose, pre and post questions, and interacting with 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? |  |  |  |  |  |  |
| **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 agencies policy on late participants or walk-ins? |  |  |  |  |  |  |
| **Special Formula Assessment and Documentation**  State Plan Policies  [400-10 to 400-15 Food Delivery](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/400_food_delivery_2014.pdf) | Understands and may oversee special formula training and ordering processes for local agency permanent site; monitors for appropriate issuance and maintains inventory. May assist in special formula process including medical documentation form procedures, special formula ordering and follow-up to ensure quality nutrition services for medically compromised participants.   * What is CT WIC formula policy? * Where can you go for further information on special formula ordering procedures? |  |  |  |  |  |  |
| **WIC Nutrition Risk and Diet Assessment**  State Plan Policies:  [200-08 through 200-16 Certification](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/200_certification_6_18_2014.pdf)  [300-09 Documentation](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/300_nutrition_services_2014.pdf) 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 participants 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 high and/or low risk participants to other healthcare services based on assessment or participant request. Develops an individual care plan with participant input for high risk participants to facilitate positive nutritional behavior change. Ensures continuity of care for participants by observing nutrition staff for appropriate WIC nutrition assessment and participant goal setting skills which incorporate i-PAUSE techniques.   * 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. * How do you plan to provide feedback to staff about WIC nutrition assessment and i-PAUSE? |  |  |  |  |  |  |
| **Local Agency Planning**  State Plan Policy  [100-03 Program Plan](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/100_Administration_FFY2014.pdf) | 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 staffs 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. |  |  |  |  |  |  |
| **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](http://brightfutures.aap.org/pdfs/BFNutrition3rdEdPocketGuide.pdf)  Ellyn [Satter](http://ellynsatterinstitute.org/res/educationalmaterials.php)  [Choose my plate](http://www.choosemyplate.gov/)  [USDA Lifecycle Nutrition](http://fnic.nal.usda.gov/lifecycle-nutrition)  [Kids Eat Right](http://www.eatright.org/resources/for-kids)  [WIC Works Infant Feeding Guide](http://www.nal.usda.gov/wicworks/Topics/FG/CompleteIFG.pdf)  [California WIC Training Manual](http://www.cdph.ca.gov/programs/wicworks/Pages/WICTrainingManual.aspx)  Task III Modules A-F | Proficient in Lifecycle nutrition, targeted in maternal and 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 in order to prevent obesity and other chronic diseases? |  |  |  |  |  |  |
| **Quality Assurance/Improvement** | Ability to effectively interpret WIC and community needs assessment data, performs observations and provides coaching to assist staff in professional growth and quality nutrition services, as appropriate conduct annual performance reviews for both staff and off year local agency self-evaluations including quarterly chart audits, and is aware and supportive of enrichment opportunities.   * What is CT WIC chart audit policy? * Why are chart audits important? * 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. Provides support to staff.   * 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](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/300_nutrition_services_2014.pdf)  Reviews [Breastfeeding Content Sheets](http://www.ct.gov/dph/cwp/view.asp?a=3137&q=548582&dphNav=|52324|&dphNav_GID=1862)  WIC Works Section:  [Baby Behavior Basics](http://wicworks.nal.usda.gov/wic-learning-online)  [Grow and Glow in WIC](http://lovingsupport.nal.usda.gov/content/grow-and-glow-wic)  [Gardeners Journal](http://lovingsupport.nal.usda.gov/sites/lovingsupport.nal.usda.gov/files/WIC_Gardeners_Journal.pdf) | Identifies participant’s individual barriers to breastfeeding, if any. Provides targeted information to address challenges or concerns. Conducts a complete breastfeeding assessment with applied knowledge of mechanics of breastfeeding.  Provides support for participant according to their breastfeeding needs; demonstrates ability to bridge gaps and provide direction for community breastfeeding support; refers as needed to non WIC breastfeeding resources; keeps current with the latest breastfeeding information or new recommendations.   * What breastfeeding support is available to participants in your area? * What are some common barriers to breastfeeding success? How could you support a mom to work through these barriers? |  |  |  |  |  |  |
| **Outreach and Referral**  State Plan Policy [101-04 Outreach](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/101_Outreach_2014.pdf)  WIC Works Section:  [Reaching Participants through WIC](http://wicworks.nal.usda.gov/wic-learning-online) | Maintain relationships with the community resources to provide assistance in all areas necessary to meet participant’s needs including timely enrollment of prenatal women, meeting hematological testing requirements, ensuring adequate completion of medical documentation forms, as well as streamlined services for participants. Provides referrals to participants in order 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 believe are the most important community relationships to establish/maintain for the WIC Program? |  |  |  |  |  |  |
| **Nutrition Services Standards**  [USDA Nutrition Services Standard](http://www.nal.usda.gov/wicworks/Topics/WICnutStand.pdf) | Utilizes NSS when assisting Program Nutritionist and Coordinator with the LAP and developing annual goals and objectives. Utilizes methods to deliver nutrition messages with creativity and appeal, and engages participants.   * Identify 2 areas of the NSS that you will utilize in the development of this year’s LAP. |  |  |  |  |  |  |
| **Complete within 9 months** |  |  |  |  |  |  |  |
| **Caseload Management, Scheduling and Clinic Flow**  State Plan Policy  [100-02 Local Agency Caseload Management](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/100_Administration_FFY2014.pdf) | Assists Coordinator and Program Nutritionist with determining an appropriate staffing pattern for assigned caseload. When appropriate creates an effective schedule to maintain proper clinic flow and accurately determines no-show and participant walk-in rates to improve clinic flow and staff productivity   * What is your agencies current case load? Assigned case load? Show rate? * Based on your observations thus far, list strategies that could further improve clinic flow. |  |  |  |  |  |  |
| **Managerial Skills** | Exhibits the necessary skills (organization, time management, communication oral and written, clinical, technology, mentoring) to effectively train/mentor/supervise nutrition staff. Assists with staff scheduling including payroll.   * Describe your strongest managerial skill. * What is your weakest area and what do you need to enhance this skill? |  |  |  |  |  |  |
| **Food Delivery System**  State Plan Policy:  [400 Food Delivery](http://www.ct.gov/dph/lib/dph/wic/carols_stuff/400_food_delivery_2014.pdf) | Assists Coordinator and Program Nutritionist with aspects of 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. Understands the importance of a good working relationship in order to increase the grocery shopping experience for WIC participants.   * What participant feedback regarding their WIC shopping experiences have you received? * What is one thing you would change to ensure their shopping experience improves? |  |  |  |  |  |  |