| **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](https://www.train.org/connecticut/course/1087843/) * Review reflection questions * Discuss with Supervisor/Mentor * Print certificate of completion for employee file   Watch  [Empathy-Stand in Someone Else’s Shoes](https://www.youtube.com/watch?v=cDDWvj_q-o8&t=12s)  [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 and method (in person, virtual, online, group class, phone).   * 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. Understands the importance of documentation for continuity of care, program accountability and quality improvement.   * 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/training/cfh/wic/civilrights/civilrights/index.html)  Minnesota 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. * What are the appropriate steps to take when a participant is claiming discrimination and where would you access this information? * Explain what the Notice of Participation Action form is used for? |  |  |  |  |  |  |
| **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-wlol" \o " )  View [Introduction to VENA: Nutrition Assessment in WIC](https://wicworks.fns.usda.gov/resources/vena-training-videos) | 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.  *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.* |  |  |  |  |  |  |
| **WIC Shopping Experience**  Review:  **400-01 Food Delivery Statewide System**  **400-02 Initial Enrollment in the Food Delivery System**  **400-03 WIC Approved Food Guide**  **400-04 EBT Account Setup and Maintenance**  View[**WIC Shopping Videos**](https://portal.ct.gov/DPH/WIC/Shopping-with-WIC)  Review **June 2020 Statewide Meeting presentation “Shopping with WIC”** | Understand all areas of the WIC shopping experience. Able to provide a thorough WIC shopping orientation to new participants and provide tools and techniques to use when supporting participants who have reported shopping issues. Provide ongoing education and support to ensure participants have a positive experience shopping with WIC benefits.   * Explain what areas of shopping should be included in new participant orientation. * List all resources available for participants to support them through their shopping journey. * List commonly reported shopping issues and describe solutions to ensure issues resolve. |  |  |  |  |  |  |
| **Food Insecurity**  View [**Engaging Conversation Strategies to Build Trust and Improve Health Outcomes**](https://register.gotowebinar.com/recording/viewRecording/7920343430029278992/4095503117294812175/amy.botello@ct.gov?registrantKey=4335099894658156043&type=ATTENDEEEMAILRECORDINGLINK)  For additional information on Food Insecurity visit [**Food Dignity® - A food equity movement (fooddignitymovement.org)**](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffooddignitymovement.org%2F&data=05%7C01%7CAmy.Botello%40ct.gov%7C9e9b0283ee234bbf499e08da73cbf397%7C118b7cfaa3dd48b9b02631ff69bb738b%7C0%7C0%7C637949617046093878%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BT2Iz14a2BuWZAeEsAugO1pPzl4E%2BSMwuk8LudvSUIc%3D&reserved=0)  **Complete within 60 days** | Understand the importance of assessing food insecurity with WIC families and the impact of long-term food insecurity. Asking food security questions allows staff to provide information on maximizing benefits from food assistance programs, how to effectively utilize all food funds available and provide referrals as needed.   * Why is it important to assess food security in WIC families? * List 2 resources you would provide to someone who reports food insecurity. |  |  |  |  |  |  |
| **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 alerts and/or general notes. |  |  |  |  |  |  |
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| **VENA: Communication and Rapport**  WIC Works Sections:  [Using Active Listening in Workplace Situations](https://wicworks.fns.usda.gov/resources/wic-learning-online-wlol" \o " )  **Complete within 3 months** | Effectively communicates with participants and caregivers by using open-ended questions, reflective listening skills, and affirmations. Applies cultural competence techniques to improve communication and rapport.   * List 2 examples of why it’s important to use active listening skills. * Provide 2 examples of affirmations. |  |  |  |  |  |  |
| **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**  Altarum Training Materials: Facilitated Group Discussion  [Creating Group Discussion Guides](file:///\\exec\dfs\DPH-Shared1\Public%20Health%20Initiatives\Women%20Infants%20and%20Children\Shared\Local%20Agency%20INFO\Meetings\Altarum%20Training%20Facilitated%20Group%20Discussion\October%2023,%202018\Creating_Group_Discussion_Guides.pdf)  [Group Education Tip Sheet](file:///\\exec\dfs\DPH-Shared1\Public%20Health%20Initiatives\Women%20Infants%20and%20Children\Shared\Local%20Agency%20INFO\Meetings\Altarum%20Training%20Facilitated%20Group%20Discussion\October%2023,%202018\Handout_No_2.pdf)  Recommended to view: [Minnesota WIC Stay Connected: Techniques for Phone and Video Education in WIC](https://www.health.state.mn.us/training/cfh/wic/nutrition/edchoice/mod1/index.html)  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.  Can promote attendance in a secondary group (in person or virtual/video conference) in a positive manner.   * What are two benefits of providing facilitated group education?   Understands the importance of offering alternative options for second nutrition contacts including phone, video/virtual conference and WICSmart. Understands WICSmart policy and procedures and remote benefit issuance processes.   * What is one benefit of conducting each of the following appointment types: video or virtual appointments, phone and WICSmart? * Demonstrate how you would market video/virtual, phone and WICSmart appointments 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**  **400-18 Coordination between WIC and Medicaid (HUSKY) and Coordination between WIC and Private Insurance for Issuance of Special/Exempt Formulas and Medical Foods** | 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? |  |  |  |  |  |  |
| **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**  **WIC PMAD (Perinatal Mood and Anxiety Disorders) Screening Protocol**  Review numbered memo 21-025 Perinatal Mental Health and Anxiety Disorder Training for WIC Staff for training requirements.  Login to [CT Train](file:///C:\Users\lonczakm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\8BKFWZYO\Home%20-%20TRAIN%20Connecticut%20-%20an%20affiliate%20of%20the%20TRAIN%20Learning%20Network%20powered%20by%20the%20Public%20Health%20Foundation) for above PMAD modules.  <https://psictchapter.com/>  **Module 1\* (Course ID#: 1099281)**  **Module 2\* (Course ID#: 1099437)**  **Module 3 (Course ID#: 1099443)**  **Module 4 (Course ID#: 1099445)**  **\*mandatory** | Has general knowledge of how Nutrition staff work with participants during counseling sessions. This includes partnering 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.   * Identify one desirable health outcome to be achieved by providing breastfeeding education and support. * List the three timeframes for PMAD screening and referral sources. |  |  |  |  |  |  |
| **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  View videos: [Part 1: Cultural Competency & Cultural Humility - YouTube](https://www.youtube.com/watch?v=6eWb7N6MJ8A)  CSUN Family Focus Resource Center  [Cultural Humility (complete) - YouTube](https://www.youtube.com/watch?v=SaSHLbS1V4w)  Vivian Chávez | 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. Review this document as you view the 2 cultural humility videos provided to the left. [Microsoft Word - Cultural Humility - video description and link 2013.docx (melanietervalon.com)](https://melanietervalon.com/wp-content/uploads/2013/08/Cultural-Humility-A-Video.pdf)   * 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 awareness and comfort level with that culture? * After viewing the 2 videos, what are your thoughts about how these concepts and approaches to interacting with families can be useful in your work in the WIC Program? |  |  |  |  |  |  |
| **Breastfeeding Support and Education**  State Plan Policies  **300-04 and 300-12 Nutrition Services**  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)  USDA [WIC Breastfeeding Support](https://wicbreastfeeding.fns.usda.gov/) participant webpage and staff related training materials.  After attending WIC State agency orientation, reviews “Breastfeeding Orientation Checklist” with local Breastfeeding Coordinator/DBE.  View [Ready, Set, Baby](https://www.readysetbabyonline.com/) webpage as a resource for families preparing for breastfeeding. | 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. |  |  |  |  |  |  |
| **Breastfeeding Peer Counseling** | Attends, actively participates, and gains skills appropriate to staff role through completion of the most current USDA FNS WIC Breastfeeding Curriculum (Program Assistants- Level 1, Nutrition Assistants/Aides- Level 1 and Level 2.) Uses 3-Step Counseling-Open-Ended Questions, Affirmations and Targeted Education to effectively build rapport with participants. Provides role specific breastfeeding promotion and support to pregnant and postpartum WIC Program participants.  Staff understands basic elements of WIC Peer Counseling and that WIC breastfeeding peer counselors are part of the WIC team that enhance the breastfeeding education provided by WIC Nutrition staff. If local agency has active peer counseling program, staff understands the Peer Counseling Service Schedule and how to refer participants to WIC peer counseling services. Based on staff role, reviews CT-WIC documentation or documents in CT-WIC referrals, counseling and follow-up related to peer counseling services. Staff knows how to contact local agency peer counselors. Staff knows how to connect with the local agency WIC Designated Breastfeeding Expert(s) and/or other WIC IBCLC’s that provide oversight to the local agency’s peer counseling program.  After completion of USDA FNS WIC Breastfeeding Curriculum staff will be able to:   * Describe how WIC promotes and supports breastfeeding through peer counseling. * Identify the local agency: peer counselor, WIC Designated Breastfeeding Expert(s), and local agency Breastfeeding Coordinator. * Describe the local agency process for referring participants to timely breastfeeding support. * If a participant calls the WIC office and requests formula, what should you do? |  |  |  |  |  |  |
| **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)  Review WIC & Head Start Better Together [Local Level Training Modules](https://www.wicheadstartbettertogether.org/new-page)  WIC & Head Start Better Together  <https://www.wicheadstartbettertogether.org/>  Reviews Training Video under Project Overview. Reviews Local agency Collaboration Sections. | 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_0.pdf) | Understands Nutrition Services Standards (NSS) as they encompass all aspects key aspects of Program Assistant’s job responsibilities including clinic environment, customer service, participant referrals and documentation.   * 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-shows 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:  **300-02 Food Package Prescription**  **400 Food Delivery Policies** | 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. Aware of redemption rates of local agency.   * What participant feedback regarding their WIC shopping experiences have you received? * What strategies would you suggest build positive working relationships with local vendors? * What strategies would you suggest that could positively impact the redemption rates for your local agency? |  |  |  |  |  |  |