| **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 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, 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. Assists Program Coordinator and Program Nutritionists in providing constructive criticism to WIC staff to improve program performance as needed.   * Describe your agency’s 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**  **106-Fair Hearings**  [Civil Rights training](https://www.health.state.mn.us/people/wic/localagency/program/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? |  |  |  |  |  |  |
| **Anthropometric and Biochemical Data Collection**  [Anthropometric training](http://depts.washington.edu/growth/)  Wisconsin WIC  Review **200-34 Local Agency Non-Invasive Hemoglobin Testing of WIC Participants** | Consistently perform anthropometric measurements, enters information collected/recorded into CT-WIC system and appropriately plots measurements on correct growth charts.   * 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 anthropometric 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**  **CT-WIC User’s Manual ADMIN Module** | 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** | Understands the importance of documentation for continuity of care, program accountability and quality improvement. Ensures continuity of care for participants by reviewing nutrition staff charts and CT-WIC files for accuracy and consistency. Uses observations of staff appointments to confirm chart audit results and develops an appropriate action plan to address documentation findings during chart audits. Collaborates with Program Nutritionist to ensure staff is trained on and follow CT Documentation Guidance.   * Explain why the Documentation Guidance was developed. * Describe essential information that should be included in education notes. |  |  |  |  |  |  |
| **VENA: Communication and Rapport**  WIC Works Section:  [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. 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? |  |  |  |  |  |  |
| **VENA: Critical Thinking**  WIC Works Sections:  [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. 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 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 key 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** | Understands and may oversee special formula training and procedures for assisting participants in ordering special formula; may monitor for appropriate issuance through chart audit review. 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 Connecticut’s WIC formula policy? * Where can you go for further information on special formula ordering procedures? |  |  |  |  |  |  |
| **VENA: WIC Nutrition Risk and Diet Assessment**  Review State Plan Policies and Protocols:  **200-08 through 200-16 Certification**  **300-09 Nutrition Services Documentation** CT WIC Documentation and i-PAUSE Guidance  **WIC PMAD (Perinatal Mental Health and Anxiety Disorders) Screening Protocol**  <https://psictchapter.com/> | * 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? * 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://www.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-wlol)  [WIC Baby Behavior](https://wicworks.fns.usda.gov/resources/wic-learning-online) | 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 to prevent obesity and other chronic diseases? |  |  |  |  |  |  |
| **VENA: 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 conducts 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? * 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. Provides support to staff.   * Describe one culture’s 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.  After attending WIC State agency orientation, reviews “Breastfeeding Orientation Checklist” with local Breastfeeding Coordinator/DBE. | Works with the local agency Breastfeeding Coordinator and Program Nutritionist to ensure staff remains competent in breastfeeding promotion and support to impact health outcomes.  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? * List the 4 stages of breastfeeding support available to WIC participants. |  |  |  |  |  |  |
| **Outreach, Referral and Collaboration**  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. | 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 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? * 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) | Utilizes Nutrition Services Standards (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** | 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 agency’s 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, oral and written communication, 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** | 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 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? * List two tools that support participant’s in their shopping experience? |  |  |  |  |  |  |