

WESTERN
REGION

WIC PCE



Assessment Tools for Participant-Centered Nutrition Education and Services



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INTRODUCTION

The following assessment tools have been developed to assist State and local WIC agencies in creating a systemwide participant-centered WIC program. The tools provide State and local WIC managers the background and means for assessing and monitoring their WIC environment and service delivery to ensure implementation of the participant-centered service model.

In order to have the highest impact in the clinic, it is recommended that the tools be used in a participant-centered manner. Those facilitating the use of the observation and assessment tools are encouraged to review the tools with WIC staff prior to their use. It should also be emphasized that the goal of conducting the observations and assessments is to strengthen participant-centered services, not to audit or evaluate staff performance.

WIC staff can use the tools as written or tailor the tools to reflect the unique aspects of their WIC program. Additional copies of the tools can be found at <http://www.altarum.org/WICPCEtools> and, for those wanting to adapt the tools, copies in MS Word format may be requested by emailing WICPCE@altarum.org.

A brief introduction is included for each set of tools, relating to the Clinic Environment, Participant Services, and Planning and Administration, along with suggestions for use and implementation.

CLINIC ENVIRONMENT OBSERVATION TOOLS

1. Clinic Entrance Observation Tool

2. Clinic Flow Observation Tool

The first impression a WIC participant has of your WIC clinic is based upon the clinic environment, including the appearance of the entrance and the efficiency and time involved in getting through all of the systems and processes in the clinic. It is far too easy to overlook the 'little things' when it comes to clinic appearance, comfort, and systems flow, so these tools have been prepared to help you assess your clinic environment. Approaching this assessment from the point of view of the WIC client, both newcomers and those who have been coming to the clinic for years, can help you identify ways to create a clinic environment that is participant-centered and helps to prepare WIC families to be more receptive to a positive participant-centered nutrition education experience.

How you can use these tools:

These tools can be used to approach the clinic environment from the perspective of the WIC participant in order to make changes that would provide a more positive and welcoming experience upon entering the clinic. The following ideas may be useful to you in determining how best to use the tools in your clinic:

- A clinic manager or multiple staff members may use the tools as a group or individually.
- Before conducting the observation, explain the purpose to staff members and what to expect as a result.
- Those using the tools should be instructed to step out of their shoes and observe all aspects of the clinic as if they are a participant entering the clinic for the first time. It is critical that the clinic environment be viewed from the perspective of the WIC participant.
- Review and summarize the completed tool(s).
- Meet with the WIC team/staff to review the results of the observation(s). The discussion of this tool could be the topic of a staff meeting where all can provide input and strategies for improvement. The meeting facilitator could ask staff members which of the items highlighted by the observation tool(s) could be changed easily, which they would like to change, and which the team should prioritize.
- An action plan could be developed based on the items staff members identify as feasible, realistic, and most important to providing participant-centered services.

Clinic Entrance Observation Tool

I. Entering the WIC clinic

1. Does the clinic have clear and visible signage?

Yes

No

2. Do participants report that the clinic is easy to find?

Yes

No

3. Is the physical entrance to the clinic “welcoming”?

Yes

No

II. Waiting Room/Area Appearance

1. Are participants greeted and welcomed as they enter the clinic?

Yes

No

Describe:

2. Describe what the waiting room looks like:

3. Describe visual aides/materials that send a positive message and/or support a PCE approach:

4. Would you mind waiting in this waiting room?

Yes (specify _____)

No

5. Are there ways to keep children busy and engaged in the waiting area?

Yes (specify _____)

No

6. The waiting room/area:

Not at
All

Okay

Very
Much

Is child-friendly and safe

Comment: _____

Is expectant mother-friendly, (comfortable chairs)

Comment: _____

Is breastfeeding-friendly (wide chairs to hold infant)

Comment: _____

Is clean and inviting

Comment: _____

Is too loud

Comment: _____

Has signage that is easy to understand for linguistically diverse participants (varying literacy levels, language needs, special needs)

Comment: _____

6. The waiting room/area:

Not at
All

Okay

Very
Much

Displays information about services for people with different language needs

Comment: _____

Displays pictures, posters and other media that reflect the cultures and ethnic backgrounds served by the clinic

Comment: _____

III. Overview of Assessment

Overall, how do you think the waiting area environment may affect the WIC applicants' and participants' perspectives on WIC?

Clinic Flow Observation Tool

I. Walking in the door

1. Do the front office staff greet every participant upon entering the clinic?

Yes In most cases (explain _____)

No

Examples:

2. Are the front office staff able to communicate with people who come to the clinic seeking WIC services and do not speak English? If yes, how? If no, why not?

Yes In most cases (explain _____)

No

Examples:

3. How do the staff explain/describe the purpose and expectations of the WIC visit to the participant?

4. Describe what happens to a WIC participant from the time they enter the door until they leave the clinic. Does equipment help or make work harder? Who hands out the checks?

II. Waiting Times

1. How long, on average, do persons coming in for WIC services have to wait from the time they enter the clinic until they meet with the first staff person?

Check in time: _____ Greet time: _____ _____ Minutes

Check in time: _____ Greet time: _____ _____ Minutes

Check in time: _____ Greet time: _____ _____ Minutes

Check in time: _____ Greet time: _____ _____ Minutes

1a. What do you think affects the wait time?

2. How long, on average, do persons coming in for WIC services have to wait from the time they sign in until the time they meet with a nutrition educator?

Check in time: _____ Greet time: _____ _____ Minutes

Check in time: _____ Greet time: _____ _____ Minutes

Check in time: _____ Greet time: _____ _____ Minutes

Check in time: _____ Greet time: _____ _____ Minutes

2a. What do you think affects the wait time?

III. Overview of Assessment

Overall, how do you think the upfront intake process and waiting area environment may affect the WIC applicants and participants attitudes toward WIC?

PARTICIPANT SERVICES OBSERVATION TOOLS

1. Individual Nutrition Education and Counseling Observation Tool

2. Height, Weight, Bloodwork Collection Observation Tool

3. Group Education Observation Tool

Participant-centered nutrition education is a part of every interaction between WIC staff and WIC participants, especially in individual risk assessment, collecting anthropometric measurements, nutrition education sessions, and group education sessions. The PCE observation tools are a guide for PCE mentors and PCE champions, as well as tools for State and local agency managers to use with monitoring and evaluating WIC service delivery and conducting staff performance reviews.

How you can use these tools:

These tools should be used by persons familiar with the concepts of participant-centered education; this can include WIC clinic managers, WIC State and local staff, and PCE champions or mentors within the clinic. It is important that any observers understand and have adopted the concepts of PCE prior to sitting in and providing feedback to nutrition educators; building trust and rapport with the staff members being observed is also important in the usefulness of these tools.

Prior to sitting in on the session, observers should:

- Familiarize themselves with the concepts covered in the observation tool
- Introduce themselves to the nutrition educator and describe the observation process and what to expect from the observation
- Explain that they do not need to converse or interact with the observer, but act as if they are not there.

When beginning the interaction with the WIC participant, nutrition educators should:

- Describe to the WIC participant the purpose of the observation, or 'sitting in' (for instance, to help staff build skills or improve WIC clinic services)
- Reinforce confidentiality for the WIC participant and place emphasis on making everyone comfortable
- Ask permission from the WIC participant for the session to be observed.

While sitting in, observers should:

- Watch for participant-centered skills staff are using
- Jot down quotes to be used during your feedback
- Take notes for providing feedback to nutrition educators; the rest of the form can be filled out shortly after the observation is completed and feedback is provided.

After completion of the session, observers can encourage self-assessment:

- Self-assessment is an extremely valuable and important way for people to improve their skills.
- Open the conversation with an open-ended question, such as the following:
 - “How do you feel the appointment went?”
 - “What do you think went well?”
 - “What might you do differently next time?”
 - “What did you experience (learn) in this appointment?”

Observers are encouraged to provide feedback to nutrition educators in a participant-centered manner:

- Ask permission to share feedback/observations/suggestions. “Would it be okay if I share some feedback with you?” If it is not okay, respect the nutrition educators’ wishes, but feel free to probe about why it is not okay with open-ended questions: “Would you mind sharing why you wouldn’t like to hear my feedback?”
- Practice affirmation. It is important to share the positive aspects of their education style: “You have a good rapport with the client.” “This family seemed really comfortable with you.” “I noticed that you made great eye contact with the participant today.”
- Be clear, direct, and specific. “I noticed...” “Here are some examples of what I heard you say...”
- Use collaborative language when providing constructive feedback on how to improve upon participant-centered skills. “Have you considered...?” “Some staff have found _____ helpful. How would you feel about trying that?”
- Choose two or three points to go over at most. More than three points may be overwhelming for the educators.
- Balance the feedback, end on a positive note, and affirm the educators in their efforts in applying PCE skills.

Observers can encourage nutrition educators to reflect upon feedback and set goals:

- Begin by summarizing the feedback/comments/suggestions.
- Ask for them to reflect on those ideas: “What do you think of my comments/suggestions?” “What else, if anything, would you like to add?”

- “Of the comments/suggestions I’ve made, is there anything you would like to try doing differently?”
- “Would you like to choose one or two things to focus on in the future?”

Observers and nutrition educators are encouraged to identify next steps:

- Summarize the one or two things identified by the nutrition educators as desired focal points.
- Assess need for further support. “What kind of support could you use in the future?” “How can I help you reach that goal?”
- Arrange follow up, if appropriate
- Show appreciation for the staff’s willingness to be observed and their receptiveness to the feedback that you have provided. Always remember that they are doing you a service by allowing you to observe them and provide feedback. It is an experience that allows both of you to grow and learn in your careers.

Individual Nutrition Education and Counseling Tool

Time start: _____ **Time end:** _____

I. Set up of the Counseling space

1. Does the office arrangement encourage and promote conversation?

Yes No

Comments: _____

2. Does the space ensure confidentiality?

Yes No

Comments: _____

3. Does the room have engaging nutrition-related materials directly visible to the participant?
(posters, props, handouts)

Yes No

Comments: _____

4. Is the space cluttered and loud?

Yes No

Comments: _____

5. Are there ways to keep children busy and engaged?

Yes No

Comments: _____

II. Working with Participants

To what extent did the WIC educator:	Not at all 1	2	3	4	To a great extent 5
1. <u>Open</u> the session in an engaging way and let the participant know what to expect from the visit? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Listen with presence</u> and give undivided attention to the participant? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use reflective listening to repeat what the participant has said. This will confirm understanding and build a positive rapport. <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ask mostly <u>open-ended</u> versus close-ended questions? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent did the WIC educator:	Not at all 1	2	3	4	To a great extent 5
5. <u>Probe</u> with questions to clarify information and gain a better understanding of the participant's needs? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <u>Allow silence</u> in session to give participant time to think and respond?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <u>Affirm</u> the participant by saying things that are positive or complimentary, focusing on strengths, abilities, or efforts? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <u>Tailor</u> the session to the participant's questions and experiences? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <u>Focus</u> on the participant and not the computer or other forms? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent did the WIC educator:	Not at all 1	2	3	4	To a great extent 5
<p>10. Recognize and <u>support</u> the participant's culture and living situation and how that may impact dietary and health decisions?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Ask permission to document information into the computer and offer nutrition information?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Help the WIC participant <u>focus/decide</u> on a specific nutrition/health behavior she wants to adopt based on her readiness to change? In the context of her own goals, culture and personal situation?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Help the WIC participant <u>identify the benefits</u> of the selected behavior change for her and her child?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent did the WIC educator:	Not at all 1	2	3	4	To a great extent 5
<p>14. Help the WIC participant <u>identify/recognize</u> potential <u>barriers</u> to change?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. <u>Offer</u> the WIC participant information and ideas for the development of an action plan that included specific, small, achievable action steps?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. If applicable: suggest follow-up to help support the plan of action that included community partner organizations?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. Did the educator help increase confidence in the participant to help them meet their chosen goal?</p> <p><i>Write examples below for giving feedback:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent did the WIC educator:	Not at all 1	2	3	4	To a great extent 5
18. Close the session by summarizing the discussion, thanking the participant for sharing, and setting the stage for the next visit? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Did the participant leave with information to help her make the behavior change <u>she has identified</u> ? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall impressions:

20. How long was the session?

10 minutes or less

10-20 minutes

20-30 minutes

30-45 minutes

More than 45 minutes

Comment: Too long, too short or just right?

21. How long did the participant wait for the session?

10 minutes or less

10-20 minutes

20-30 minutes

30-45 minutes

More than 45 minutes

III. At Conclusion of Counseling Session

Thank the participant and his/her family for letting you listen and observe and explain that you learned a lot by watching how a WIC nutrition education session goes and that WIC will use this information to help the program serve its participants better.

After the participant leaves, thank the nutrition educator for allowing you to sit in and provide some feedback that highlights the strengths and positive aspects of the session, if possible. Then, ask the nutritionist for her response to these three questions:

IV. Self-reflection

1. How well do you think you [the educator] *engaged and interested* the participant in nutrition education?

2. Did you [the educator] notice the participant's body language during the session and take advantage of possible times to connect?

3. How effective were you [the educator] in helping this participant identify nutrition/health behavior change(s) that they will work on?

Not effective at all

A little effective

Very Effective

Extremely Effective

4. What do you [the educator] think was the best part of the session?

Height, Weight, and Bloodwork Collection Observation Tool

Time start: _____ **Time end:** _____

I. Working with Participants

To what extent did the WIC staff:	Not at all 1	2	3	4	To a great extent 5
1. <u>Open</u> the session in an engaging way and let the participant know what to expect from the height, weight and bloodwork collection? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ask permission to collect height, weight, and bloodwork? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage the participant in the process of taking the height and weight? Use the interaction as a moment to engage with the participant? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use body language that was warm, open, and engaging? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent did the WIC staff:	Not at all 1	2	3	4	To a great extent 5
5. Tailor the interaction to the participant's questions, awareness, and knowledge related to height, weight, and bloodwork? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Affirm the participant by saying things that are positive or complimentary? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Explain how the information collected will be used? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe what would happen next in their WIC visit? <i>Write examples below for giving feedback:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Set up of space

1. Does the room allow for educators and participants to focus and engage? (not cluttered, not loud)

Yes No

Comments: _____

2. Does the room have engaging nutrition related materials? (posters, props, handouts)

Yes No

Comments: _____

III. At Conclusion of the Session

Thank the participant and his/her family for letting you listen and observe and explain that you learned a lot by watching and that WIC will use this information to help the program serve its participants better.

After the participant leaves, thank the staff member for allowing you to observe and provide some feedback that highlights the strengths and positive aspects of the session, if possible. Then, ask the staff member for her/his response to these three questions:

IV. Self-Reflection

1. How well do you think you [the educator] *engaged and interested* the participant and their child in assessing height, weight, and bloodwork?

Not well

Very well

1

2

3

4

Comments: _____

2. Did you [the educator] notice the participant's body language during the height, weight, and bloodwork session and take advantage of possible times to connect?

Yes

No

Describe: _____

3. Did you [the educator] take the opportunity to ask and explore knowledge and awareness of participant's weight/height/bloodwork and child's growth?

Yes

No

Describe: _____

Group Education Observation Tool

Time start: _____ **Time End:** _____

I. General Questions About the Class, Instructor and Participants

1. Class Topic: _____

Title: _____

2. Number of instructors/facilitators: _____

Type of WIC staff: _____

3. Was the primary instructor of the same race, ethnicity, or culture as the majority of the class participants?

Yes No

3a. If not has the instructor/facilitator been provided with cultural and linguistic competence training?

Yes No

II. Classroom Environments

1. Does the room feel sufficiently spacious given the class size?

Yes No (Describe _____)

2. Are there ways to keep children busy and engaged during the class so as not to distract the adult learners?

Yes No

3. Is the room fairly comfortable (chairs, lighting, temperature)?

Yes No (Describe _____)

4. Is the class held in a space that is dedicated to learning (e.g. not a storage room or a room that is clearly primarily for other functions)?

Yes No (Explain _____)

III. Observation of Content and Methods Used by Instructor/Facilitator

A. Beginning/Opening

1. Did the instructor/facilitator introduce her/himself?

Yes No

2. Did the instructor/facilitator discuss the overall purpose of the class?

Yes No

3. Did the instructor/facilitator allow the participants to talk about how their lives or experience relate to the topic?

Yes No

B. The Content

1. Did the instructor/facilitator try to find out about...

a. participants' knowledge about selected topic/topics?

Yes No

b. participants' attitudes about the topic/topics?

Yes No

c. participants' self-confidence to address the topic/make a change?

Yes No

d. participants' perceived barriers to change and/or ambivalence to change?

Yes No

e. what the participants think they could do to make the recommended changes?

Yes No

2. Did the subject matter focus on the WIC participant's nutritional risk category (pregnancy, breastfeeding, age of child)?

Yes No

3. Did the instructor/facilitator focus on *no more than 2* or 3 main points during the class?

Yes No

4. Did the instructor/facilitator address appropriate cultural issues with the participants?

- Yes, throughout (Examples _____)
- Yes, somewhat (Examples _____)
- No, not at all
- Not applicable

C. Methods Used

1. Did the instructor/facilitator use questions from participants as the focus of the session?

- Yes
- No

2. Did the instructor/facilitator use visuals and props to illustrate and enhance the learning?

- Yes (specify _____)
- No

3. Did the class include hands on activities for participants or otherwise apply the information they were learning in a practical way?

- Yes
- No

4. What percentage of the scheduled class time do the participants spend talking or participating in hands on activities?

- Less than 10%
- 10% to 25%
- 25% to 50%
- 50% or more

IV. Instructor/Facilitator's Style

1. Did the instructor/facilitator use open-ended questions to engage participants?

- | | | | |
|--------------------------|--------------------------|---|---|
| Never used | Used sometimes | Used often but <i>did not</i>
<i>elicit discussion</i> | Used often and <i>elicited</i>
<i>discussion</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Did the instructor/facilitator's ability to encourage participants to ask questions during the class?

Did not encourage	Did encourage sometimes	Encouraged but <i>did not elicit many questions</i>	Encouraged often <i>and elicited many questions</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Did the instructor/facilitator use reflective listening skills for participants input and questions?

Not at all	Used a little	Used consistently but not very effectively	Used consistently and effectively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Was the class atmosphere overall fun and energetic?

Not at all	Very little	Somewhat	Very much
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Did the instructor/facilitator use a teaching style that listened to participant's needs and emphasize positive behavior changes?

Did not listen at all	Rarely listened	Mostly listened	Yes, listened
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observer's additional comments about the class observation:

V. Closing

At the close of the session, thank the participants for letting you listen and observe. You should explain that you learned a lot by watching how WIC group education is conducted and that WIC will use this information to help the program serve its participants better.

After the participants leave, you should thank the instructor/facilitator for allowing you to sit in and provide some feedback that highlights strengths and positive aspects of the session if possible.

PLANNING AND ADMINISTRATION

ASSESSMENT TOOLS

1. State and Local Clinic Coordinators Assessment Tool

2. Cultural Considerations Tool

These tools are intended to assist WIC State and local agencies in determining PCE training needs for staff, as well as the environmental and procedural changes that would better serve all participants.

Participant-centered nutrition education recognizes and accepts the diversity and traditions of different cultures and tailors the WIC participant visit to their experiences, traditions, customs, and foods. The Cultural Considerations tool will help you reflect on how your clinic and staff address the needs of and interacts with participants from diverse cultures. The tool can be completed by individuals or by a group, and can be used to begin a conversation about how the WIC team, as a whole, can better serve their participants.

How you can use the tool:

The following ideas may be useful to you in determining how best to use the tools in your clinic:

- State agency and WIC clinic managers may use the tools as a group or individually.
- Those completing the tool are encouraged to ask other WIC clinic staff questions to which they do not know the answer.
- Review and summarize the completed tool(s).
- Meet with the WIC team/staff to review the results of the assessment(s). The discussion of this tool could be the topic of a staff meeting where all can provide input and strategies for improvement. The meeting facilitator could ask staff members which of the items highlighted by the observation tool(s) could be changed easily, which they would like to change, and which the team should prioritize.
- The results of the Cultural Considerations tool should be handled with care so that staff do not see it as an evaluation of their cultural competence, but instead as an opportunity to improve services.
- An action plan could be developed based on the items that staff members and/or state and local managers identify as feasible, realistic, and most important to providing participant-centered services.

State and Local WIC Clinic Coordinators Assessment Tool

I. Staff

1. What proportion of your WIC nutrition educators are of the same ethnicity or culture as the majority of the participants they serve?

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| None | Less than 25% | 25%-50% | 50%-75% | More than 75% |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. What kind of on-site nutrition education trainings are required of nutrition staff to participate in when they are first hired (*list types of nutrition education training and frequency*)?

Topics of nutrition education training required for new hires

3. After they have worked at the clinic for a period, what *ongoing* nutrition education trainings are **required** of the nutrition staff (either on site or at other locations)?

Topic/Type of nutrition education training	Frequency of training (eg. once a year, every two years)

4. What other trainings are offered to nutrition staff?

Topic/Type of nutrition education training	Frequency of training (eg. once a year, every two years)

5. Please indicate the proportion of WIC educators who have received training in the following areas:

Training Topic	None	Less than 25%	25-50%	50-99%	100%
a. Cultural competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Participant-centered nutrition education skill set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Effective mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How confident are you that staff can apply new skills learned in training?

Not confident	Somewhat confident	Confident	Very confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How often do you or another staff person *mentor* what participant-centered education looks and feels like?

Never	Less than once a year	Once a year	More than once a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How often do you or another staff person formally observe the nutrition education provided by the clinic staff?

Never	Less than once a year	Once a year	More than once a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. After you or one of your staff observe the practice of a nutrition educator is feedback provided?

Yes No

9a. If yes, in what format is the feedback provided? [*check all that apply*]

- Private conversation
- Written evaluation
- Self-assessment by nutrition staff
- Development of an individualized training plan
- Other (*please specify*) _____

10. How confident are you that positive changes can take place in the clinic?

Not confident	Somewhat confident	Confident	Very confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How confident are you that you can effectively mentor staff members?

Not confident

Somewhat confident

Confident

Very confident

12. What policies and procedures *support* participant-centered nutrition education in service delivery?

13. What policies and procedures are *barriers* to using participant-centered nutrition education in service delivery?

II. Services

1. What special services or arrangements do you have for non-English speaking participants?

- Interpretation services by phone
- Interpreters work with the staff on site
- Non-English speaking participants are served by staff who speak their language
- None
- Other (*please specify*) _____

2. How are WIC participants scheduled for nutrition education visits? [*Check all that apply*]

- Scheduled for specific appointment times
- Scheduled only certain days of the week
- Scheduled on a walk-in basis
- Other (*please specify*) _____

2a. If they are scheduled for group nutrition education classes in advance, how many participants are usually scheduled for each class? _____

3. How does clinic scheduling affect how services are delivered to participants?

III. Nutrition Education Format

1. For a WIC *Certification or Recertification appointment*, how often is nutrition education offered in a one-on-one format?

Always Offered as
One-on-One

Sometimes Offered as
One-on-One

Never Offered as
One-on-One

1a. For a WIC *Certification or Recertification appointment*, how often is nutrition education offered in a group format (class, discussion group, or other)?

Always Offered as a Group

Sometimes Offered as a Group

Never Offered as a Group

2. When a participant comes in for a *nutrition education visit during the certification period*, how often is nutrition education offered in a one-on-one format?

Always Offered as
One-on-One

Sometimes Offered as
One-on-One

Never Offered as
One-on-One

2a. When a participant comes in for a *nutrition education visit during the certification period*, how often is nutrition education offered in group format (class, discussion group or other)?

Always Offered as a Group

Sometimes Offered as a Group

Never Offered as a Group

IV. Partnering With Community Groups

1. Do your staff routinely refer WIC participants to community groups or organizations *to support your nutrition education messages*?

Yes No

If yes, to which community groups or organizations do you routinely refer WIC participants?

a. _____

b. _____

c. _____

2. Do your staff seek feedback and advice from culturally diverse groups in how to engage participants and enhance nutrition education messages and delivery?

Yes No

If yes, which groups or organizations do they commonly work with to get this feedback and advice?

a. _____

b. _____

c. _____

V. Recommendations for Improving WIC Nutrition Education

Please take a moment and think about changes to help the WIC program at this site provide the best services possible from the WIC participants' point of view. Give your recommendations in any or all of the areas in the table below. Include your ideas for how this aspect of your program can be more inviting and pleasing to the participants, including those whose primary language is not English.

Areas of interest	Recommend Changes?	Recommendations (please describe)
a. Welcoming participants	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
b. Intake procedures	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
c. Clinic entrance and waiting area	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
d. Office appearance and space (hallways, counseling rooms etc.)	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
e. Participant scheduling	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	

Areas of interest	Recommend Changes?	Recommendations (please describe)
f. Staff training on participant-centered nutrition education	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
g. On-going support for participant-centered nutrition education skill development for staff	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
h. Mentoring of staff	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
i. Education for participants with low-literacy	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
j. Education for participants whose values, beliefs, and practices may differ from your own	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
k. Nutrition education materials	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
l. Clinic flow	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
m. Use of translators	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	
n. Policies and procedures	<input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes	

Cultural Considerations

Do the clinic and staff:	Not at all	A little	Some-what	Very much
Avoid imposing values that may conflict or be inconsistent with those of participants other than their own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand how to work with a translator and a “language line”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a process for assessing the need for a translator or “language line”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have signage in the primary languages spoken in the clinic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and accept that family is defined differently by different cultures (e.g. extended family, godparents)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept and respect that male-female roles in families may vary significantly among different cultures (e.g. who makes major decisions for the family)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept the family/parents as ultimate decision makers for their children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept that traditional beliefs may influence how families respond to health, wellness, disease, disability, and death?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand that traditional approaches to child care, including discipline, are influenced by culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand that families from different cultures will have different expectations of their children for acquiring self-help, social, emotional, cognitive, and communication skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



This product was produced by Altarum Institute under contract with the State of Arizona, Department of Health Services, contract number HP661029-001. All products produced under this contract were completed on behalf of the State WIC Programs in the Western Region through funding provided by the United States Department of Agriculture. Electronic copies of this product can be obtained at <http://www.altarum.org/WICPCETools>.