

## APPENDIX C

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<b>Introduction</b>						
1	1001	Introduction: Welcome:	<p><b>QWIC LEARN: Building Competent WIC Staff</b></p> <p><b>VENA</b></p>	<p>Welcome to PA WIC's e-learning module for the USDA's VENA initiative.</p> <p>Revitalizing quality nutrition services is important to USDA and VENA helps WIC to do just that.</p> <p>WIC is a vital public health program. The better we are at providing services to mothers, infants and children, the healthier our WIC families are. VENA helps us to help them.</p> <p>Before we go into more detail about VENA let's see what some of our staff members have said about it.</p>	<p>1001a</p> <p>1001b</p>	
2	1002	Introduction: VENA	<p><b>What is VENA?</b></p> <ul style="list-style-type: none"> <li>▪ Judgment</li> <li>▪ Consistency</li> <li>▪ Total assessment</li> <li>▪ Better assessment = Better outcomes</li> </ul>	<p>When asked to describe what VENA was staff members said,</p> <ul style="list-style-type: none"> <li>▪ "VENA fine tunes judgment that is used in assessing risk criteria."</li> <li>▪ "VENA improves and makes more consistent the process I use to evaluate client's nutrition needs and helps me to better assist them via nutrition education."</li> <li>▪ "VENA supports the total assessment of our clients involving nutrition, medical and social needs which leads to counseling to promote change."</li> <li>▪ "VENA is a streamlined way of improving services provided to our clients. Better assessment equals better outcomes."</li> </ul> <p>As you can see VENA means different things to different people. All of these are true.</p> <p>VENA is an exciting way to improve nutrition services and improve the health of WIC participants.</p>	<p>1002a:</p> <p>1002b:</p> <p>1002c:</p>	
3	1003	Introduction: Content Overview	<ul style="list-style-type: none"> <li>▪ Definition of VENA</li> <li>▪ Development of VENA</li> <li>▪ Impact in the clinic</li> </ul>	<p>This module was developed for WIC staff and defines VENA for you. It takes a look at VENA's history and development, as well as what VENA looks like in the clinic.</p> <p>In addition, this module shows you how VENA effects your clinic workday.</p>	<p>1003a</p>	

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4	1004	Introduction: Objectives	<p>To Understand How VENA:</p> <ul style="list-style-type: none"> <li>▪ Applies to skills &amp; staff competencies</li> <li>▪ Improves services</li> <li>▪ Improves WIC participant benefits</li> </ul>	<p>The goal of this module is to help you understand VENA.</p> <p>VENA brings a consistent level of practice to nutrition assessment using a specified set of skills and competencies. You probably are already using these skills. As a USDA initiative, VENA is standardizing the WIC assessment process across the United States.</p> <p>Every participant is required to have an assessment. This assessment is the basis for our services and helps us to personalize those services for each of our participants.</p> <p>Better assessments equal better services.</p> <p>Better services equal better outcomes.</p> <p>But before we begin learning the ins and outs of VENA,</p> <p>Let's take a look at how you can navigate this module.</p> <p>As you go through the module, the navigation buttons at the bottom of your screen will let you access the content at your own pace. You can use the 'Next' and 'Back' buttons to move back and forth through the program.</p> <p>Click 'Pause' to pause the module, and 'Play' to re-start.</p> <p>The Menu will take you directly to the section you choose. You can access the Menu at any time by clicking on the Menu tab.</p> <p>If this is your first time using this module, we recommend allowing the module to play from start to end. The module will begin with the "VENA Defined" section and then advance through the other topics in the order listed on the Menu. You must view each section before you can complete this module.</p> <p>If you log off at any point, the next time you log on, the course will resume where you left off. You can</p>	<p><i>Developer should animate/highlight bullets on screen</i></p>	
5	1005	Introduction: Navigation			<p><i>Developer should point to or highlight various items in narration on screen as they are mentioned in narration</i></p>	

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				review any section of this module as many times as you want. Use the Menu tab to return to any sections you wish to revisit.  Along the way, be on the lookout for helpful links that will provide more detailed information about VENA.		
<b>VENA &amp; Nutrition Services</b>						
6	2001	VENA & Nutrition Services:	VENA helps you make a difference!	<p>VENA can help you make a difference. How? Well let's take a peek inside the world of VENA and see how it relates to nutrition services.</p> <p>A key part of nutrition services is interaction while performing a routine assessment.</p> <p>The quality of the information obtained from the assessment and how you interpret this information is the foundation upon which all other services in WIC are determined. If this is not done well you may not be doing justice to the services you are providing your participants. Communicating in a way that allows you to collect accurate and comprehensive information is crucial. VENA supports this process.</p>	<p>2001a: 2001b. (crop photo to just the mother and baby :portrait)</p>	Picture – see right (visual assets)
7	2002	VENA & Nutrition Services: Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>▪ Define VENA</li> <li>▪ Describe (3) advantages of VENA</li> <li>▪ Recognize how VENA fits with your current job</li> <li>▪ Define nutrition services</li> <li>▪ Describe (2) ways VENA improves nutrition services</li> <li>▪ Identify the primary philosophical change in WIC with VENA</li> </ul>	<p>In this section of the module we will begin to examine what VENA stands for. Once you know what it is, it's our hope that it will be easier for you to understand how this new philosophy fits into your clinic.</p> <p>Now let's look at the acronym.</p>	<p>Developer should animate/highlight bullets on screen</p>	
8	2003	VENA & Nutrition Services: Acronym	<p>What Does VENA Stand For?</p> <p><b>V</b>alue <b>E</b>nanced <b>N</b>utrition <b>A</b>ssessment</p>	<p>The VENA acronym stands for "Value Enhanced Nutrition Assessment."</p> <p>So what makes a value enhanced nutrition assessment different?</p>	<p>Bring in the letters V, E, N, A separately aligned vertically, as the acronym letters are defined. V E N A</p> <p>First Show the letter V, then show "alue"</p> <p>First Show the letter E, then show "nanced"</p>	

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9	2004	VENA & Nutrition Services: Advantages	<p><b>Advantages of VENA:</b></p> <ul style="list-style-type: none"> <li>▪ Accuracy</li> <li>▪ Comprehensiveness</li> <li>▪ Understand "WHY?"</li> </ul>	<p>You do. It's your knowledge, skills, and ability.</p> <p>The VENA process is intended to help insure that your assessment techniques are accurate and your information is complete.</p> <p>Accuracy is improved when you use techniques that are standardized. Standardization applies not only to the mechanical steps in taking a height or weight, but also to how you organize the way you gather assessment information from the participant; perhaps in the way you ask questions or even the order in which questions are asked.</p> <p>Think about it, during the assessment you should always have a question mark in the back of your mind. "What have I asked about already? What have I missed? Is there a relationship between the two answers I just heard? What other questions should I ask to figure out what is going on with my participant?"</p> <p>Asking the right questions is the beginning of understanding why certain risks might exist and, more importantly, how WIC can help to address those risks.</p>	<p>First Show the letter N, then show "nutrition"</p> <p>First Show the letter A, then show "assessment"</p> <p>Then when the question "how does nutrition assessment become value enhanced is asked... change color, bold or otherwise highlight the Value Enhanced screen text. – possibly make it bigger</p> <p>2004a: (take out the little girls left hand so it is not showing on the scale, it should then look like her hand is behind the scale which is fine – point being that her hand on the scale would effect how much she weighs)</p> <p>2004b:</p> <p>2004c:</p>	
10	2005	VENA & Nutrition Services: Critical Thinking	<p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>▪ Process of examining &amp; integrating the objective &amp; subjective information</li> <li>▪ Helps you draw conclusions so you know what problems exist</li> </ul>	<p>The process of examining and integrating the objective and subjective information requires "critical thinking."</p> <p>Critical thinking helps you draw conclusions so you know what problems exist.</p> <p>I'm sure you are now thinking-"Isn't this what I</p>	<p>2005a WIC will purchase this graphic as a EPS file or vector based if possible – JPL Designer needs to cut out the individual cogs, Developer needs to animate the cogs</p>	

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11	2006	VENA & Nutrition Services: Critical Thinking	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Processing information gathered during assessment</li> <li>▪ Answering the “WHY” questions</li> </ul>	<p>already do?” Quite possibly, but did you happen to catch the new term we used? “Critical Thinking?”</p> <p>Let’s take a closer look at this concept.</p> <p>Critical thinking is a core skill. It’s something that you may already be doing every day, without even knowing it. But it’s also a skill that sometimes has to be developed over time. The more it’s practiced, the better you will get.</p> <p>Using critical thinking skills, you can begin to understand the relationships between different pieces of information and answer the “Why” questions.</p>	<p>2006a WJC will purchase a puzzle graphic in EPS or vector format, JPL designer will cut out puzzle pieces, developer will animate puzzle pieces so they come together</p>	
12	2007	VENA & Nutrition Services: Critical Thinking	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Is drinking a lot of milk</li> <li>▪ Had a recent illness</li> <li>▪ Is a very picky eater</li> </ul>	<p>For example...</p> <p>A young child has come into the clinic with a low hemoglobin level. From information gathered you note that he:</p> <ul style="list-style-type: none"> <li>▪ Is drinking a lot of milk</li> <li>▪ Had a recent illness – the flu</li> <li>▪ And is a very picky eater.</li> </ul> <p>Can you see the relationships among these three things? These three factors should be answering the important “why” for this child – Why is his hemoglobin level low?</p> <p>If you know why something exists you can now do something about it.</p> <p>Think of the assessment as if you were playing the child’s game ‘connect the dots.’ Linking all the factors in the participant’s life to the risks you’ve identified helps you to understand the “why” of the risks. This allows you to accurately “paint a picture of the person’s life.” You can then use this information to personalize the nutrition services you provide.</p> <p>The more accurate the “picture” that you create when you connect the dots the more helpful you can be to the participant.</p>	<p>2007a:</p> <p>2007b:</p>	
13	2008	VENA & Nutrition Services: Critical Thinking	<p>Critical Thinking:</p> <p>Answering “WHY” helps us to connect the dots.</p>	<p>Concept illustration: We need some sort of positive “warm fuzzy” graphic (i.e. flower, kid holding a teddy bear, etc) this graphic does not need to be shown on the screen at the beginning, instead there needs to be a series of dots. The concept is that by connecting the dots the image will come into focus.</p> <p>Center this on screen</p> <p>Designer will need to communicate with the developer to discuss the best way to make this happen. This graphic can be simple, yet convey the</p>		

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14	2009	Practice Exercise	<p>What Does "VENA" Stand For?</p> <p>A. Very Enhanced Nutrition Assessment</p> <p>B. Value Enhanced Nutrition Assessment</p> <p>C. Value Enhanced Nutrition Advantages</p> <p>D: Very Engaged Nutrition Assessment</p>	<p>Better assessment equals better outcomes. Let's take a break and review what you've learned so far. How would you answer this question?</p> <p>What does "VENA" stand for?</p> <p>Select the best answer.</p> <p>Is "VENA" ...</p> <p>"a" ... Very Enhanced Nutrition Assessment?</p> <p>"b" ... Value Enhanced Nutrition Assessment?</p> <p>"c" ... Value Enhanced Nutrition Advantages? OR</p> <p>"d" ... Very Engaged Nutrition Assessment?</p> <p>(letter B) – Great job! VENA stands for "Value Enhanced Nutrition Assessment."</p> <p>(Incorrect) – No, not quite – better go back and review! VENA stands for "Value Enhanced Nutrition Assessment."</p>	<p><i>Idea:</i></p> <p>When user clicks on their answer it should be highlighted in specific color, when feedback plays, the correct answer needs to be highlighted in a different color</p>	Multiple Choice: B
15	2010	VENA & Nutrition Services: Myths	<p>VENA is NOT:</p> <ul style="list-style-type: none"> <li>▪ A brand new job</li> <li>▪ A cookie cutter approach</li> <li>▪ A script</li> <li>▪ A new data collection list</li> <li>▪ A new packet of forms</li> </ul>	<p>By now you may be saying to yourself, wow, this is a brand new job. Not really. Let's clear up some myths about VENA and your job.</p> <p>Every participant is different. So a script of questions won't work. You will continue to talk with participants in a friendly, nonjudgmental manner. VENA is not a one-size-fits-all approach that every WIC staff, clinic, local agency or state can pick up and use. It does not require the collection of any new information, nor is it a series of new forms that need to be filled out.</p> <p>Your basic job functions will remain the same. You will still take heights, weights and hemoglobin levels.</p> <p>But, because the VENA process is WIC-specific, it may actually help you to work more efficiently.</p> <p>Now how about another practice question...</p> <p>Critical Thinking is a core skill to conduct a value enhanced nutrition assessment. What type of a question can critical thinking help us to answer?</p> <p>A question that provides an answer about "who?"</p>	<p>2010a</p> <p>2010b: Cut out forms to go on screen, once forms appear on screen developer will animate a red circle with a slash through it over top of the forms</p>	
16	2011	Practice Exercise	<p>What type of question can critical thinking help us to answer?</p> <p>A. A "Who" question</p> <p>B. A "Why" question</p>	<p>When user clicks on their answer it should be highlighted in specific color, when feedback plays, the correct answer needs to be highlighted in a different color</p>	<p>Multiple Choice: B</p>	

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			C. A "What" question	<p>A question that provides an answer about "why?"</p> <p>Or a question that provides an answer about "what?"</p> <p>(B) - Great job! You have a good understanding of relationships between and among factors that contribute to a given risk. "Who" and "what" questions are important pieces of information for an assessment, but reflect facts rather than relationships between facts. Critical thinking skills help us to connect the dots.</p> <p>(Incorrect) You might want to re-think that answer. Critical thinking is a skill that is necessary for understanding relationships between and among factors that contribute to a given risk. "Who" and "what" questions are important pieces of information for an assessment, but reflect facts rather than relationships between facts. Critical thinking skills help us to connect the dots.</p>		
17	2012	VENA & Nutrition Services: In the Clinic	<p>VENA's philosophy:</p> <ul style="list-style-type: none"> <li>▪ Look beyond the assessment</li> <li>▪ Focus on personalization of benefits</li> </ul>	<p>Efficient work in the clinic helps you "work smarter not harder."</p> <p>And efficient workers help the entire clinic run more smoothly.</p> <p>A well run clinic means that there is time to do a quality assessment.</p> <p>VENA's philosophy is different. It helps you look beyond doing the assessment solely for the purpose of assigning risk in WIC. VENA directly connects the assessment results to the services that WIC provides to participants. This focus on personalization of participant benefits enhances the quality of nutrition services.</p>	<p>2012a</p> <p>2012b</p>	
18	2013	VENA & Nutrition Services: Defined	<p>Nutrition Services for WIC Staff:</p> <ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Food Package</li> <li>▪ Referral</li> <li>▪ Nutrition Education &amp; Counseling</li> <li>▪ Breastfeeding Education &amp;</li> </ul>	<p>So what are these Nutrition Services that we keep talking about?</p> <p>For WIC staff members, these tasks or services include:</p> <ul style="list-style-type: none"> <li>▪ Conducting an assessment</li> <li>▪ Prescribing and tailoring a food package</li> <li>▪ Providing referrals</li> </ul>	<p>2013a (designer needs to ghost out image, essentially image will become the background for the entire screen and words will come in over top of the image – developer will need to animate in the words – found in the bulleted list)</p>	



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19	2014	Practice Exercise	<p><b>Support</b></p> <p>True or False</p> <p>With VENA, assessment results are used to tailor the WIC nutrition services provided to the participant.</p> <p>A. True B. False</p>	<ul style="list-style-type: none"> <li>Delivering appropriate nutrition education and counseling and;</li> <li>Providing breastfeeding education and support.</li> </ul> <p>These nutrition services ultimately translate to WIC benefits that are tailored to the participant's needs. Now it's your turn again.</p> <p>It's important to understand what VENA is. Do you agree or disagree with the following statement?</p> <p>True or False –With VENA, assessment results are used to tailor the WIC nutrition services provided to the participant.</p> <p>If you said "True", you are absolutely correct! VENA focuses on using a standardized process across WIC that improves overall accuracy in risk assignment, while tailoring nutrition services to meet participant's needs.</p> <p>If you said "False", let's review! Assessment is the foundation upon which all other services in WIC are determined. Better assessments equal better services. VENA ensures that all pertinent risks are identified and that nutrition services are tailored to meet participant's needs. VENA is a standardized process used across all WIC agencies.</p>	<p>When user clicks on their answer it should be highlighted in specific color, when feedback plays, the correct answer needs to be highlighted in a different color</p>	
20	3001	VENA Development		<p><b>VENA Development: Why VENA is Important</b></p> <p>At this point in the module, you should have a good idea of what VENA means. Now, let's take a few minutes to explore how VENA came to be.</p> <p>WIC has always been known for getting better outcomes for its target population. And what sets WIC apart as a health program, is the nutrition education component. Since education has always been a part of WIC, what changes led to VENA?</p>	<p>3001a WIC will purchase growing flower image in EPS or Vector format (JPL designer will cut out plant and mound and different stage of growth. Developer will animate the following: all three mounds will come on screen then first plant on the left will grow then second plant and then third. Next, the word VENA will appear above plants, possible overlay the word on the plants if needed)</p> <p>Developer should animate/highlight bullets on screen</p>	
21	3002	VENA Development: Objectives	<p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>Name 2 driving forces that led to the development of VENA</li> </ul>	<p>To understand what is occurring in the present you need to understand what has happened in the past.</p> <p>Let's look at the two driving forces that led to the development of VENA.</p> <p>A 2002 study by the Institutes of Medicine or (IOM) on dietary risk assessment in WIC reported that all</p>		
22	3003	VENA	<p><b>Driving Forces of VENA:</b></p>		<p>3003a: WIC will provide a scanned copy of the cover of the IOM report</p>	

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23	3004	Development: VENA Categories	<p>1. 2002 Institutes of Medicine (IOM) report – presumptive dietary risk</p> <p><i>Click on the following link for the IOM report.</i></p> <p>2. US Department of Agriculture (USDA) – need for standardized skills &amp; assessment</p> <p><i>Click on the following link for the VENA Guidance document.</i></p> <p>Categories of a WIC Assessment:</p>	<p>WIC applicants could be eligible for the program based on dietary deficiency alone.</p> <p>This finding could have been viewed as a blank check for participant eligibility if the assessment process had stopped at risk assignment. BUT to maintain its integrity as a premier public health program, USDA and the National WIC Association assembled a workgroup to develop written guidance to make the assessment process specific to WIC. The culmination of this work is VENA.</p> <p>VENA has shape and substance.</p> <p>The VENA guidance defines six basic categories into which all the assessment information is organized. It also fine tunes your assessment skills and competencies.</p> <p>The six categories of information necessary for a WIC assessment are Anthropometrics, Biochemical, Clinical, Dietary, Environmental, and Other (for example: physical activity and dental history).</p>	<p>WIC will provide: Link to 2002 IOM Report, Dietary Risk Assessment in the WIC Program (2007).</p> <p>3003b: WIC will provide a scanned copy of the cover of the VENA Guidance document</p> <p>WIC will provide: Link to VENA Guidance document).</p> <p>3004a: Have keywords popping onto screen randomly – anthropometrics, biochemical, clinical, dietary environment, other, (make these fairly large)</p> <p>Then have them slowly shrink and drop them into some sort of file box</p> <p>See Neal if you have questions.</p>	
24	3005	Development: VENA Competencies	<p>Staff Skills &amp; Competencies:</p>	<p>The specific categories of information you use within VENA help you work “smarter.” Your skills are the tools that help you to do this. You use “critical thinking” to categorize the accurate, comprehensive assessment information gathered.</p> <p>Remember one thing. You are an experienced WIC staff member. You know your nutrition facts, you know how to talk to and relate to your families, you know how to be non-judgmental, you know how to document, and you know how to be sensitive to different cultures.</p> <p>Everyone has a story and deserves respect.</p> <p>VENA represents the ultimate in “people skills.”</p> <p>Now let's give you another chance to practice...</p> <p>It's important to understand why VENA was developed. Let's see if you remember the</p>	<p>3005a: Have keywords popping onto screen randomly – critical thinking, communication, documentation, rapport building, accurate assessment, principles of life cycle nutrition, multicultural awareness, anthropometrics, bloodwork, nutrition assessment process. (make these fairly large)</p> <p>Then have them slowly shrink and drop them into some sort of tool box</p> <p>See Neal if you have questions.</p>	<p>Use the text contained under the “Visual Assets” column and have them appear and go into a toolbox.</p>
25	3006	Practice Exercise	<p>VENA was developed because of:</p> <p>A. The Department of Health</p>			<p>When user clicks on their answer it should be highlighted in specific color, when feedback plays, the correct answer needs to be</p> <p>Multiple Choice: B</p>

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			<p>and Human Services</p> <p>B. The Institute of Medicine</p> <p>C. The Food and Drug Administration</p> <p>D. Centers For Disease Control and Prevention</p>	<p>circumstances that led to the development of VENA:</p> <p>Select the best answer.</p> <p>Which of these organizations influenced the development of the VENA Guidance?</p> <p>A: The Department of Health and Human Services</p> <p>B: The Institute of Medicine</p> <p>C: The Food and Drug Administration</p> <p>Or D - The Centers for Disease Control and Prevention</p> <p>Learner chooses letter "B":</p> <p>You're correct! The Institute of Medicine, or IOM for short, was one of the two organizations that influenced the development of VENA. The IOM documented that all WIC participants are at risk based on a failure to meet dietary guidelines. The United States Department of Agriculture, or USDA, recognized the need to provide written guidance on how to conduct a WIC-specific nutrition assessment.</p> <p>(incorrect) The correct answer is "B." The Institute of Medicine, or IOM for short, was one of the two organizations that influenced the development of VENA. The IOM documented that all WIC participants are at risk based on a failure to meet dietary guidelines. The United States Department of Agriculture, or USDA, recognized the need to provide written guidance on how to conduct a WIC-specific nutrition assessment.</p>	<p>highlighted in a different color</p>	
26	4001	Impact of VENA		<p>Impact of VENA Implementation</p> <p>Now let's take a look at how VENA implementation makes a difference.</p> <p>It has been said, "WIC is not a hand-out, it is a hand-up." This quote reflects the changes that VENA brings to WIC.</p> <p>With VENA each participant gets a hand-up with their own personalized nutrition services.</p>	<p>4001a image takes up entire screen</p> <p>4001b image takes up entire screen</p>	

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27	4002	Impact of VENA: Objectives	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Compare &amp; contrast before &amp; after VENA characteristics</li> <li>▪ Define “continuity of care”</li> <li>▪ Match statements reflecting before &amp; after VENA characteristics</li> <li>▪ Describe one benefit for staff &amp; participants using VENA</li> </ul>	<p>This section of the module shows you the differences in clinic practices before and after VENA implementation. The changes with VENA emphasize continuity of care, which helps you move the participant towards better health.</p>	<p><i>Developer should animate/highlight bullets on screen</i></p>	
28	4003	Impact of VENA: Before Implementation	<p><b>Before VENA:</b></p> <ul style="list-style-type: none"> <li>▪ Focus on finding deficiencies</li> <li>▪ Little interaction</li> </ul>	<p>Before VENA, the focus was on doing an assessment strictly to find a risk or risks to determine eligibility for WIC.</p> <p>For example: a food frequency or 24-hour recall was used to find deficiencies or problematic eating behaviors such as not drinking milk or eating any dairy products. Education emphasized nutrients that participants needed to correct those deficiencies.</p> <p>We told participants what to Do! – Maybe that wasn’t the best approach...</p> <p>The typical staff attitude was – I’M THE EXPERT and you are going to listen and do what I tell you. This was not exactly a people friendly way to help! However, with VENA, you still use the assessment to establish eligibility. But, it’s also the first step that needs to be taken to involve the participant in their own care. VENA helps to form a partnership that directs future progress towards health based on the identified risks. Better planning of educational contacts helps to ensure continuity of care.</p> <p>Thorough documentation within the participant’s records is very important for follow-up. Strong documentation skills allow you or your co-workers to easily pick up where the last appointment left off. This “closes the loop” on moving the participant forward towards a healthier tomorrow.</p> <p>So, what does tomorrow mean to a WIC family? It means different things to different people.</p> <p>To a pregnant woman, “tomorrow” means</p>	<p>4003a</p> <p>4003b</p>	
29	4004	Impact of VENA: After Implementation	<p><u>Assessment information - first step in overall care of the participant</u></p> <p><b>Continuity of Care:</b></p> <ul style="list-style-type: none"> <li>▪ Consistency with documentation &amp; follow-up</li> <li>▪ “Closes the loop”</li> </ul>		<p>4004a</p> <p>4004b</p>	
30	4005	Impact of VENA: Dialogue	<p>Effective Communication is a Two-way Street!</p>		<p>4005a</p> <p>4005b</p>	

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31	4006	Impact of VENA: Teamwork	involve the Participant!	<p>delivering a healthy, full-term baby.</p> <p>For a pre-school child “tomorrow” might mean being ready to learn the first day of kindergarten.</p> <p>It’s through dialogue that you get to the heart of what participants need to get to that healthier tomorrow. That is where the process becomes personalized.</p> <p>VENA levels the playing field. Instead of one-sided conversations, VENA encourages more dialogue. And this dialogue opens the door to the many advantages of the team approach.</p> <p>One aspect of teamwork in the WIC setting includes involving the participant as a contributor so they are invested in the process. The participant should be given every opportunity to “participate” in the process of working towards health goals for themselves and for their families.</p> <p>When the participant is an active partner they feel more in charge of moving themselves toward better health. Now, the participant feels valued.</p>	4006a; 4006b;	
32	4007	Impact of VENA: Staff Benefits	<p>VENA Benefits for STAFF:</p> <ul style="list-style-type: none"> <li>▪ Improved competencies (i.e. communication &amp; critical thinking)</li> <li>▪ More efficient</li> <li>▪ Improved job satisfaction</li> </ul>	<p>You may be saying to yourself at this point – this sounds great for the participant. But what about me? What does VENA do for me?</p> <p>VENA focuses on building and improving your skills and competencies.</p> <p>Fine-tuning communication and critical thinking skills helps you conduct a more thorough assessment and helps you to do it as efficiently as possible. Efficient appointments flow better and are more enjoyable as well as less stressful!</p> <p>Remember - Practice makes Perfect! VENA skills and competencies are built and improved over time. The results are rewarding. Imagine being able to say at the end of a work day:</p> <p>I made a difference in someone’s life today.</p>	4007a 4007b	
33	4008	Impact of VENA: Participant Benefits	VENA Benefits for Participants:	<p>When you have a positive attitude about your job you carry that into the workplace. This benefit is a real asset in a clinic! WIC participants take notice</p>	4008a 4008b	

Page	Screen	Current Visual placeholder	Screen Text	Narration	PHOTOGRAPH Visual Asset Description*****	Other Notes
34	4009	Practice Exercise	<ul style="list-style-type: none"> <li>▪ Experience positive encounter</li> <li>▪ Receive individualized nutrition services</li> <li>▪ Feel involved/valued</li> <li>▪ Continuity of care</li> </ul> <p>Match the following statements to: Pre-VENA or Post-VENA</p>	<p>and respond positively to you!</p> <p>With VENA, participants no longer dread facing the critical eye of WIC. We offer solutions when they have concerns. We follow-up. The intent of VENA is to show participants that we truly care.</p> <p>Once again, it's time to practice what you have learned.</p> <p>It's important to understand the differences between Pre-and-Post VENA WIC appointments. Let's see how well you've learned them.</p> <p>Drag each characteristic on the left to either the "pre-VENA" or "Post-VENA" box on the right.</p> <p>(correct) - Great! You've got it!</p> <p>Pre-VENA: WIC nutrition assessments primarily involved the use of a Food Frequency to find dietary deficiencies. Once the deficiencies were identified, nutrition education was focused on correcting those deficiencies, typically with little or no input from WIC participants.</p> <p>Post-VENA: Emphasis is put on building rapport and increasing dialogue with WIC participants, and making the appointment more participant-centered.</p> <p>Post-VENA: Remember that the focus of VENA is on comprehensiveness, or looking at all pieces of the assessment "puzzle" before making informed decisions regarding the participant's care.</p> <p>Pre-VENA: The use of assessment was limited to establish eligibility and assessment results were not typically used to tailor participant benefits.</p> <p>(incorrect) – Sorry! Let's go back and review the differences between Pre-and-Post VENA.</p> <p>Pre-VENA: WIC nutrition assessments primarily involved the use of a Food Frequency to find dietary deficiencies. Once the deficiencies were identified, nutrition education was focused on correcting those deficiencies, typically with little or no input from WIC participants.</p>	<p>2 columns - Pre-VENA and Post-VENA on the right</p> <p>the other items should be on the left:</p> <p>Focus on finding dietary deficiencies using a Food Frequency Questionnaire.</p> <p>Emphasis on dialogue and building rapport.</p> <p>Emphasis on conducting comprehensive nutrition assessments.</p> <p>Assessment for the determination of WIC eligibility only.</p> <p>The user needs to drag the following to their correct location:</p> <p>Focus on finding dietary deficiencies using a Food Frequency Questionnaire. (= pre-vena)</p> <p>Emphasis on dialogue and building rapport. (= post-vena)</p> <p>Emphasis on conducting comprehensive nutrition assessments. (= post-vena)</p> <p>Assessment for the determination of WIC eligibility only. (= pre-vena)</p>	<p>Drag and drop matching</p> <p>Pre-VENA – "Focus..."</p> <p>Post-VENA – "Emphasis on dialogue..." and "Emphasis on conducting..."</p>

**Title: VISUAL ASSETS FOR VENA Overview – Module #1**

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35	4010	Practice Exercise	Benefits of VENA for WIC staff include: A. Greater efficiency B. Greater accuracy in risk assignment C. Greater job satisfaction D. All of the above	<p>Post-VENA: Emphasis is put on building rapport and increasing dialogue with WIC participants, and making the appointment more participant-centered.</p> <p>Post-VENA: Remember that the focus of VENA is on comprehensiveness, or looking at all pieces of the assessment “puzzle” before making informed decisions regarding the participant’s care.</p> <p>Pre-VENA: The use of assessment was limited to establish eligibility and assessment results were not typically used to tailor participant benefits.</p> <p>Before we complete this section, let’s take a break and review the benefits of VENA.</p> <p>The benefits of VENA for WIC staff include: Select the best answer.</p> <p>a. Greater efficiency in performing assessments b. Greater accuracy in assigning risks c. Greater job satisfaction Or d. All of the above</p> <p><u>If learner chooses letter “D”:</u> You are correct! You really understand the benefits of VENA for you and your clinic. These include “working smarter, not harder.” VENA increases efficiency through the use of a standardized process. VENA increases accuracy in risk assignment, and helps to improve overall job satisfaction.</p> <p><u>If learner didn’t choose letter “D”:</u> You’re a little off... benefits of VENA for WIC staff include all three – greater efficiency with the use of a standardized process; greater accuracy in risk assignment from conducting a comprehensive assessment; and an overall increase in job satisfaction.</p>	Once all items are placed, play feedback	Multiple Choice: D When user clicks on their answer it should be highlighted in specific color, when feedback plays, the correct answer needs to be highlighted in a different color

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36	5001	VENA Process	How do I do VENA?	<p><b>The VENA Process</b></p> <p>In this section, we're going to explore the VENA process...</p> <p>We hope by now you are saying, <i>"I like this idea. VENA sounds like the reason I work at WIC. I want to help people. But can you tell me exactly how I do VENA?"</i></p>	5001a	
37	5002	VENA Process: Objectives	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ List (6) categories of VENA process</li> <li>▪ List the steps of VENA in correct order</li> <li>▪ Name (2) staff competencies essential for the performance of VENA</li> </ul>	<p>This is a valid question. VENA is a process that is well defined and incorporates information from six specific categories. The steps of VENA should be done in a specific order. As you perform the assessment you need to utilize your critical thinking skills.</p> <p>There are several staff competencies which help you follow the VENA guidelines. Having a dialogue with your participant helps you collect and clarify all the relevant categorical information you need. You then continue the process with risk assignment, good documentation and follow-up.</p> <p>In order to begin to understand the VENA process we need to explore the six WIC assessment categories.</p>	<p>Developer should <u>animate/highlight</u> bullets on screen</p>	
38	5003	VENA Process: Categories	<p><u>WIC Assessment Categories:</u></p> <p><u>A</u>nthropometric  <u>B</u>iochemical  <u>C</u>linical  <u>D</u>ietary  <u>E</u>nvironmental  <u>O</u>ther</p>	<p>A comprehensive nutrition assessment involves looking at the A, B, C, D, E and O. Let's look at each of these in more detail:</p> <ul style="list-style-type: none"> <li>▪ A is Anthropometric. This data includes height and weight measurements.</li> <li>▪ B is Biochemical. This includes the blood values of hemoglobin or hematocrit &amp; lead.</li> <li>▪ C is Clinical. This data focuses on medical conditions &amp; family history.</li> <li>▪ D is Dietary. This data includes eating habits &amp; food-related behaviors.</li> <li>▪ E stands for Environmental &amp; Environmental family factors. This information generally reflects living conditions; and</li> <li>▪ O is Other. Other is adjunct health issues</li> </ul>	<p>5003a WIC will purchase a puzzle graphic in EPS or vector format. JPL designer will cut out puzzle pieces and place the letters A, B, C, D, E, O on them, developer will animate puzzle pieces so they come together</p> <p>Bring in one puzzle piece at a time – eventually showing how they all fit together. Build the puzzle with each letter.</p> <p>Puzzle should be on left</p>	



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39	5004	VENA Process: Steps	<p><u>Steps of VENA:</u></p>	<p>including physical activity and access to dental care.</p> <p>A, B, C, D, E, and O are the WIC assessment categories you will use to collect the information from the participant.</p> <p>The five steps of VENA help establish a pattern of work to facilitate assessment.</p> <p>Use your critical thinking skills to collect relevant information in all the categories. Then make sure you work with the participant throughout the appointment to clarify the information. With the information now in hand, identify the risks. Make sure at all times you are documenting, not only the information, but why the risk exists. Always make sure that the follow-up closes the loop and leaves a starting point for the next appointment.</p>	<p>5004a WIC will purchase this graphic as a EPS file or vector based if possible – JPL Designer needs to cut out the individual cogs, Developer needs to animate the cogs -- leave on screen</p> <p>5004b: we need to bring in the numbered items in a step process so the first on is the bottom step and the second sits on its right side and then the third one sits on the right side of the second one, etc.</p> <ol style="list-style-type: none"> <li>1. Collect relevant ABCDEO information</li> <li>2. Clarify information</li> <li>3. Identify pertinent risks/related issues</li> <li>4. Document the assessment</li> <li>5. Follow-up on previous assessments (as appropriate)</li> </ol>	
40	5005	VENA Process: Effective communication	<p>Effective Communication:</p> <ul style="list-style-type: none"> <li>▪ Read the documentation notes</li> <li>▪ Talk to the participant</li> </ul>	<p>Start the next appointment by reading the documentation notes (written communication) and talking to the participant (oral communication).</p> <p>The need for effective written and oral communication skills should never be underestimated.</p>	5005a	
41	5006	VENA Process: Effective Communication	<p>Know:</p> <ul style="list-style-type: none"> <li>▪ What questions need to be asked</li> <li>▪ When they need to be asked</li> <li>▪ How they can be asked</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>▪ What you feel is important to know about this participant that will help tailor their</li> </ul>	<p>We want you to use communication skills to your advantage. This is one of the keys to successful and efficient navigation through the VENA process. Know what questions need to be asked, when they need to be asked, and how they can be asked to allow you to get the most information you can as quickly and efficiently as possible.</p> <p>Pay attention to what you include or don't include in your chart notes and write what you would want</p>	5006a: 5006b (crop image horizontal)	

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42	5007	Practice Exercise	services  <b>Put the steps of VENA in the correct order.</b>	<p>to know if you were picking up someone's chart for the first time. Effective communication sustains high quality care and makes it easier to clearly determine the appropriate nutrition services needed for participants.</p> <p>Let's stop and check your understanding of the correct order of the VENA steps. Performing these steps in the correct order ensures that you are conducting a consistent, comprehensive assessment every time you work with participants.</p> <p>Can you put these in the proper order?</p> <p>Drag each step on the left to the correct numbered order on the right.</p> <p>Excellent job! The correct steps of VENA are:</p> <p>Number one – "Collect relevant information."                      Number two – "Clarify information." Number three – "Identify pertinent risks." Number four – "Document the appointment." And number five – "follow-up" as appropriate.</p> <p>(incorrect order) Better go back and review...collecting relevant information is the first step in conducting VENA. Once the information is gathered, you will need to clarify the information with the participant to ensure accuracy and comprehensiveness. Once all the information has been gathered and clarified, it is now time to assign pertinent risks. Then, the key details of the appointment, including WHY risks have been assigned, should be documented. Finally, a follow-up on the participant should be performed as appropriate.</p>	<p>1. Drag and drop/matching</p> <p>2. Show numbers on the left.</p> <p>3. 1.</p> <p>4. 2.</p> <p>5. 3.</p> <p>Clarify and synthesize the information; Collect relevant information; Document the appointment; identify pertinent risks; and follow-up as appropriate.</p> <p>4. And the following on the right:</p> <p>5. Clarify and synthesize the information</p> <p>Collect relevant information</p> <p>Document the appointment</p> <p>Identify pertinent risks</p> <p>Follow-up as appropriate</p>	
43	5008	VENA Process:	Apply Critical Thinking in order	Another key to successful and efficient navigation	5008a WIC will purchase this graphic	

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		Critical Thinking	to link assessment to risk.	<p>through the VENA process is critical thinking. Critical thinking is one of the major tools you will use throughout the VENA process. You start thinking when the participant enters the clinic door.</p> <p>Critical thinking is used to link assessment information to risk. This starts when you look at the first category, anthropometrics. If you look only at a height or weight measurement and nothing else, it may lead you to draw a preliminary and maybe incorrect conclusion.</p>	<p>as a EPS file or vector based if possible – JPL Designer needs to cut out the individual cogs, Developer need to animate, leave on screen</p> <p>5008b</p>	
44	5009	VENA Process: Critical Thinking	<p>Applying Critical Thinking - Answers 'Why' questions:</p> <ul style="list-style-type: none"> <li>▪ Why am I assigning these risks?"</li> <li>▪ Why are these risks occurring?</li> </ul>	<p>Instead of making assumptions after looking at just one piece of information, use critical thinking to store the initial discovery in the back of your mind and further explore other information that could shed more light on what is truly going on.</p> <p>"This child is overweight. . . let's see what else is going on from a medical, dietary or environmental perspective. Why does this problem exist?"</p>	<p>5009a WIC will purchase this graphic as a EPS file or vector based if possible – JPL Designer needs to cut out the individual cogs, Developer need to animate, leave on screen</p> <p>5009b</p> <p>5009c</p>	
45	5010	VENA Process: Critical Thinking	<p>Applying Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Avoid assigning a risk based on incomplete data</li> <li>▪ Personalize the assessment</li> </ul>	<p>Here you employ communication skills to converse with the participant to avoid assigning a risk based on incomplete data.</p> <p>This requires that you ask questions of the participant. This is how you can personalize the assessment.</p> <p>You need to finish the assessment first, avoid the temptation to educate at each step of the assessment and then assign the risk.</p>	<p>5010a WIC will purchase this graphic as a EPS file or vector based if possible – JPL Designer needs to cut out the individual cogs, Developer need to animate, leave on screen</p> <p>5010b</p>	
46	5011	VENA Process: Documentation	Documentation:	<p>The last formal element in the assessment process is documentation. Complete, accurate, thorough and consistent documentation results in more efficient clinic operations and effective delivery of nutrition services to the participant.</p>	<p>5011a: crop graphic to computer screen, ghost out name and ID number of participant</p> <p>Developer needs to animate the following words on top of photo</p>	

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47	5012	Practice Exercise	<p>Recent antibiotic use, closely spaced pregnancies, and asthma are all examples of the _____ assessment category.</p> <p>A. Anthropometric B. Biochemical C. Clinical D. Dietary E. Environmental/Family</p>	<p>Once again, let's see what you have learned... Take a minute and look at the following statement. Recent antibiotic use, closely spaced pregnancies, and asthma are all examples of the _____ assessment category.</p> <p>Select the answer that best completes the statement.</p> <p>A. Anthropometric B. Biochemical C. Clinical D. Dietary, or E. Environmental/Family</p> <p><u>User selects (C):</u> That's right! All of these facts reflect issues related to medical or clinical conditions or history. Recent antibiotic use implies an illness such as an infection, closely spaced pregnancies reflect additional risks to the mother's health based on previous medical history, and asthma is a medical condition that also has the potential for impacting a participant's nutritional status.</p> <p><u>(Incorrect)</u> Try again! This type of assessment data reflects medical or clinical conditions or history. Recent antibiotic use implies an illness such as an infection, closely spaced pregnancies reflect additional risks to the mother's health based on previous medical history, and asthma is a medical condition that also has the potential for impacting a participant's nutritional status.</p>	<p>Be Thorough</p> <p>Be Consistent</p> <p>Provide rationale for assigned risks</p>	<p>Multiple choice/single answer: C</p>

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48	6001	Summary	<ul style="list-style-type: none"> <li>▪ Accurate assessment</li> <li>▪ Individualized care</li> <li>▪ Meaningful partnerships</li> <li>▪ Happy staff &amp; participants</li> <li>▪ Better Assessments = Better Outcomes</li> </ul>	<p>Thanks for taking the time to go through this important program. Now, let's summarize what you have learned.</p> <p>First, WIC is an important public health program. The services provided are especially important to at risk mothers, infants and children. The better we are at providing these services the healthier our WIC families are. Second, VENA helps us to help them.</p> <p>VENA focuses on accuracy and comprehensive risk assignment by fine tuning your skills and competencies. When the quality of assessments improves, the services we deliver to our participants improve as well. This means more personalized care to participants. The meaningful partnerships that are formed as a result of this process equal greater job satisfaction for you and happier participants. Better assessments equal better outcomes.</p>	<p>6001a</p> <p>6001b</p> <p>6001c</p>	
49	6002	VENA & Nutrition Services	The Nutrition Services of WIC:	The advantages and benefits of VENA include more accurate assessments which lead to accurate risk assignment. We tailor nutrition services to meet the needs of WIC participants.	6002a	
50	6003	VENA Development: Why VENA is Important	History & Development of VENA:	The development of VENA was stimulated by an IOM report on dietary risk assessment in the WIC Program. The vision of USDA was for VENA to enhance staff skills and to establish a nationwide WIC specific assessment process. Under the VENA Guidance the components of a WIC assessment were defined and staff competencies were developed.	6003a: Cut out forms to go on screen, once forms appear on screen developer will animate a red circle with a slash through it over top of the forms (from 2010)	
51	6004	Impact of VENA	Benefits of VENA Implementation:	VENA emphasizes communication and critical thinking which leads to improved nutrition assessments. The focus of individualized care and the incorporation of the participant throughout the process helps to maintain continuity of care. This in turn, raises the quality of care.	6004a	
52	6005	The VENA Process	Performing VENA:	Assessment includes six categories of information, A, B, C, D, E, and O. There are five steps in the performance of VENA and it's recommended that	6005a: we need to bring in the numbered items in a step process so the first on is the bottom step and the	

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				<p>they be performed in sequence. The five steps are collecting information, clarifying it, identifying risk, documenting the information, and following up with the participant.</p> <p>A quality assessment and personalization of nutrition services results from following these five steps and incorporating the use of effective communication and critical thinking throughout.</p>	<p>second sits on its right side and then the third one sits on the right side of the second one, etc.</p> <ol style="list-style-type: none"> <li>1. Collect relevant ABCDEO information</li> <li>2. Clarify information</li> <li>3. Identify pertinent risks/related issues</li> <li>4. Document the assessment</li> <li>5. Follow-up on previous assessments (as appropriate)</li> </ol> <p>from 5004</p>	
<b>Evaluation</b>						
53	A00	Evaluation	<p>This evaluation contains two types of questions:</p> <ul style="list-style-type: none"> <li>▪ True/False</li> <li>▪ Multiple choice</li> </ul> <p>There are 12 questions.</p>	<p>This is your chance to show what you've learned.</p> <p>This evaluation contains two types of questions:</p> <ul style="list-style-type: none"> <li>▪ True/False, and</li> <li>▪ Multiple choice</li> </ul> <p>There are 12 questions.</p> <p>Please follow the instructions for each of the questions. When you finish, your score will be presented to you.</p> <p>Good Luck!</p> <p>Question #1</p>	<p>Question marks randomly appearing on screen.</p>	<p>Evaluation consists of 12 questions that use multiple choice and true/false</p> <p>Questions will not need to provide any feedback.</p> <p>80% is passing score</p>
54	A01	Evaluation	<p>What Does "VENA" Stand For?</p> <p>A. Very Enhanced Nutrition Assessment</p> <p>B. Value Enhanced Nutrition Assessment</p> <p>C. Value Enhanced Nutrition Advantages</p> <p>D. Very Engaged Nutrition Assessment</p>	<p>What does "VENA" stand for?</p> <p>A: Very Enhanced Nutrition Assessment</p> <p>B: Value Enhanced Nutrition Assessment</p> <p>C: Value Enhanced Nutrition Advantages OR</p> <p>D: Very Engaged Nutrition Assessment</p>	<p>Multiple choice/single answer</p> <p>1<sup>st</sup> Instructions: "Select the best answer."</p> <p>2<sup>nd</sup> Instructions: "Click on the continue button to go to the next question."</p> <p>Correct – B</p>	

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55	A02		<p>True or False</p> <p>VENA is a standardized process that focuses on accuracy in risk assignment and personalized nutrition services.</p> <p>A. True B. False</p>	<p>Question # 2</p> <p>True or False –VENA is a standardized process that focuses on accuracy in risk assignment and personalized nutrition services.</p>	<p>True or False/single answer</p> <p>1<sup>st</sup> Instructions: "Select the best answer." 2<sup>nd</sup> Instructions: "Click on the continue button to go to the next question."</p>	
56	A03		<p>VENA was developed because of:</p> <p>A. The need for written guidance on how to conduct a WIC-specific nutrition assessment</p> <p>B. The rise in childhood obesity.</p> <p>C. Findings identified by the Centers for Disease Control and Prevention.</p> <p>D. To address changes to the WIC food package.</p>	<p>Question # 3</p> <p>VENA was developed because of:</p> <p>A: The need for written guidance on how to conduct a WIC-specific nutrition assessment.</p> <p>B: The rise in childhood obesity.</p> <p>C: Findings identified by the Centers of Disease Control and Prevention. OR</p> <p>D. To address changes to the WIC food package.</p>	<p>Multiple choice/single answer</p> <p>1<sup>st</sup> Instructions: "Select the best answer." 2<sup>nd</sup> Instructions: "Click on the continue button to go to the next question." Correct – A</p>	
57	A04		<p>Does the following statement represent a Pre- VENA or Post- VENA characteristic?</p> <p>"Focus on finding dietary deficiencies using a Food Frequency Questionnaire."</p> <p>A. Pre- VENA B. Post- VENA</p>	<p>Question # 4</p> <p>Please indicate whether the following statement represents a Pre- VENA or Post- VENA characteristic?</p> <p>"Focus on finding dietary deficiencies using a Food Frequency Questionnaire."</p> <p>A. Pre- VENA B. Post- VENA</p>	<p>Matching/single answer</p> <p>1<sup>st</sup> Instructions: "Select the best answer." 2<sup>nd</sup> Instructions: "Click on the continue button to go to the next question." Correct – A</p>	
58	A05		<p>Does the following statement represent a Pre- VENA or Post- VENA characteristic?</p> <p>"Emphasis on dialogue and</p>	<p>Question # 5</p> <p>Please indicate whether the following statement represents a Pre- VENA or Post- VENA characteristic?</p>	<p>Matching/single answer</p> <p>1<sup>st</sup> Instructions: "Select the best answer."</p>	

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59	A06		<p>conducting comprehensive nutrition assessments.”</p> <p>A. Pre-VENA B. Post-VENA</p> <p>Does the following statement represent a Pre-VENA or Post-VENA characteristic?</p> <p>“Emphasis on conversation with the participant and critical thinking.”</p> <p>A. Pre-VENA B. Post-VENA</p>	<p>“Emphasis on dialogue and conducting comprehensive nutrition assessments.”</p> <p>A. Pre-VENA B. Post-VENA</p> <p>Question # 6</p> <p>Please indicate whether the following statement represents a Pre-VENA or Post-VENA characteristic?</p> <p>“Emphasis on conversation with the participant and critical thinking.”</p> <p>A. Pre-VENA B. Post-VENA</p>	<p>2<sup>nd</sup> Instructions: “Click on the continue button to go to the next question.”</p> <p>Correct – B</p> <p>Matching/single answer</p> <p>1<sup>st</sup> Instructions: “Select the best answer.”</p> <p>2<sup>nd</sup> Instructions: “Click on the continue button to go to the next question.”</p> <p>Correct – B</p>	
60	A07		<p>True or false</p> <p>Continuity of care ensures that Staff are “closing the loop” with proper documentation and follow-up.</p> <p>A. True B. False</p>	<p>Question # 7</p> <p>True or false – Continuity of care ensures that Staff are “closing the loop” with proper documentation and follow-up.</p>	<p>True or False/single answer</p> <p>1<sup>st</sup> Instructions: “Select the best answer.”</p> <p>2<sup>nd</sup> Instructions: “Click on the continue button to go to the next question.”</p> <p>Correct - True</p>	
61	A08		<p>Helping the participant feel valued in the WIC nutrition assessment process can be accomplished by:</p> <p>A. focusing the appointment on finding deficiencies</p> <p>B. telling the participant that they are at nutrition risk</p> <p>C. engaging the participant in dialogue</p> <p>D. identifying that you are a nutrition expert</p>	<p>Question # 8</p> <p>Helping the participant feel valued in the WIC nutrition assessment process can be accomplished by:</p> <p>a. focusing the appointment on finding deficiencies</p> <p>b. telling the participant that they are at nutrition risk</p> <p>c. engaging the participant in dialogue</p> <p>OR d. identifying that you are a nutrition expert</p>	<p>1<sup>st</sup> Instructions: “Select the best answer.”</p> <p>2<sup>nd</sup> Instructions: “Click on the continue button to go to the next question.”</p> <p>Correct – C</p>	



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62	A09		<p>The six categories of VENA assessment are:</p> <p>A. Anthropometric, biochemical, clinical, dietary, environmental and other</p> <p>B. Anthropometric, biology, clinical, dietary, environmental and other</p> <p>C. Anthropometric, biochemical, clinical, dietary, environmental and other OR</p> <p>D. Allowances, biology, clinical, dietary, and other</p>	<p>Question # 9</p> <p>The six categories of VENA assessment are:</p> <p>a. anthropometric, biochemical, clinical, dietary, environmental, and other</p> <p>b. anthropometric, biology, clinical, dietary, environmental, and other</p> <p>c. anthropometric, biochemical, clinical, dietary, environmental, and other OR</p> <p>d. allowances, biology, clinical, dietary, environmental, and other</p>	<p>Matching/single answer</p> <p>1<sup>st</sup> Instructions: "Select the best answer."</p> <p>2<sup>nd</sup> Instructions: "Click on the continue button to go to the next question."</p> <p>Correct – A</p>	
63	A10		<p>Which of the following answers shows the steps of a VENA assessment in the correct order?</p> <p>A. Clarify &amp; synthesize information, collect information, document, identify risks, follow-up</p> <p>B. Collect information, clarify &amp; synthesize information, identify risks, document, follow-up</p> <p>C. Follow-up, clarify &amp; synthesize information, document, identify risks, collect information</p> <p>D. Collect information, document, clarify &amp; synthesize information, identify risks, follow-up</p>	<p>Question # 10</p> <p>Please select the answer that has the steps of the VENA assessment process in the correct order.</p> <p>A. Clarify &amp; synthesize information, collect information, document, identify risks, follow-up</p> <p>B. Collect information, clarify &amp; synthesize information, identify risks, document, follow-up</p> <p>C. Follow-up, clarify &amp; synthesize information, document, identify risks, collect information OR</p> <p>D. Collect information, document, clarify &amp; synthesize information, identify risks, follow-up</p>	<p>Ranking Order/single answer</p> <p>1<sup>st</sup> Instructions: "Click and Drag to arrange the steps in the correct order."</p> <p>Correct order:</p> <ol style="list-style-type: none"> <li>1. Collect</li> <li>2. Clarify</li> <li>3. Identify</li> <li>4. Document</li> <li>5. Follow-up</li> </ol> <p>2<sup>nd</sup> Instructions: "Click on the continue button to go to the next question."</p> <p>Correct = B</p>	
64	A11		<p>Inappropriate feeding practices, being a picky eater, and vegetarianism are all examples of the _____ assessment category.</p> <p>A: Anthropometric</p>	<p>Question # 11</p> <p>Inappropriate feeding practices, being a picky eater, and vegetarianism are all examples of the _____ assessment category.</p> <p>A: Anthropometric</p>	<p>Multiple choice/single answer</p> <p>1<sup>st</sup> Instructions: "Select the best answer."</p> <p>2<sup>nd</sup> Instructions: "Click on the continue button to go to the next question."</p>	

**Title: VISUAL ASSETS FOR VENA Overview – Module #1**

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Page	Screen	Current Visual placeholder	Screen Text	Narration	PHOTOGRAPH Visual Asset Description****	Other Notes
65	A12		<p>B: Biochemical C: Clinical D: Dietary E. Environmental True or false Critical thinking is a core competency of VENA. A. True B. False</p>	<p>B: Biochemical C: Clinical D: Dietary OR E. Environmental Question # 12 True or false – Critical thinking is a core competency of VENA.</p>	<p>the next question." Correct –D  True or False/single answer 1<sup>st</sup> instructions: "Select the best answer." 2<sup>nd</sup> instructions: "Click on the continue button to go to the next question." Correct - True</p>	
66	7001	Conclusion	<p><b>Your score is _____:</b></p>	<p>This concludes the Evaluation. Thank you for your attention and your hard work throughout this program! If you would like a copy of the Key Points for this module, please click on the "KEY POINTS" link. Remember, the better you are at providing services to mothers, infants and children, the healthier our WIC families will be.</p>	<p>Users score should appear in dynamic text in the center of the screen.</p>	
67	7002		<p><b>Congratulations!</b> Passing score will be stored in the Learning Management System</p>	<p>Congratulations—Your passing score will be stored in the Learning Management System.</p>	<p>PASS: Play this slide Text build keyed to audio</p>	
68	7003		<p><b>Sorry</b> You did not achieve passing score</p>	<p>I'm sorry, but you didn't achieve a passing score on the Evaluation. Please review the program again and attempt the Evaluation.</p>	<p>FAIL: Play this slide Text build keyed to audio</p>	
69	7004				<p>Credits PA WIC logo PA DOH logo (from WIC) IUP logo (from WIC)</p>	

Title: VISUAL ASSETS FOR VENA Overview – Module #1

Version: April 9, 2009

Page	Screen	Current Visual placeholder	Screen Text	Narration	PHOTOGRAPH Visual Asset Description****	Other Notes
					JPL logo	

# Key to Highlights in Document

Color	Responsibility
Gray	Shirley
Yellow	JPL
Green	Stephanie

Introduction						
1	1001	Introduction	<p>QWIC LEARN: Building Competent WIC Staff</p> <p>ANTHROPOMETRICS</p>	<p>Welcome to PA WIC's e-learning module on Anthropometrics for the USDA's VENA initiative.</p> <p>In the Introduction to VENA module, you learned that a WIC assessment centers around information collected in six categories. This module will focus on one of them -- Anthropometrics.</p>	<p><b>1001a graphic:</b> "Building Block" logo in top corner</p> <p><b>1001b graphic:</b> Include: (PA WIC Logo)</p> <p><b>1001c graphic:</b> Include: SPG 2007 credit.</p>	All graphic on screen at once
2	1002	Introduction: Assessment & Outcome Expectations	<ul style="list-style-type: none"> <li>▪ Anthropometric Assessment</li> <li>▪ WIC Health Outcome Expectations</li> <li>▪ "Angie" - Case Study</li> </ul>	<p>In WIC, Anthropometrics includes height, weight and head circumference measurements. These measures help us assess growth. The quality of WIC Anthropometric data is not only important to the well-being of the WIC participant, but our measures are used by the Centers for Disease Control and Prevention, or CDC, as part of their surveillance system to monitor health and nutrition status in the United States.</p> <p>Meet Angela or Angie as her mother likes to call her! With her help, we'll explore Anthropometric assessments and how you can best use this important WIC assessment category.</p>	<p><b>1002a photo:</b> Picture to represent height, weight and head circumference.</p> <p><b>1002b graphic:</b> CDC logo over map of US.</p> <p><b>1002c photo:</b> Picture of Angie.</p>	
3	1003	Introduction: Overview: Module Content	<ul style="list-style-type: none"> <li>▪ Importance of Anthropometrics</li> <li>▪ Fit with VENA</li> <li>▪ Components</li> <li>▪ VENA Process</li> <li>▪ Increasing Staff Competencies</li> </ul>	<p>Let's explore how this module is divided. It contents are broken down into the following five sections: the importance of Anthropometric data in WIC assessment; how Anthropometrics fit into VENA; the components of Anthropometric assessment; and incorporating the Anthropometric assessment into the VENA process.</p>	<p><b>1003a graphic:</b> VENA logo.</p>	

4	<p><b>1004</b></p> <p>Introduction: Objectives</p>	<ul style="list-style-type: none"> <li>▪ Why Anthropometric assessments are Important</li> <li>▪ How the Anthropometric Assessment fits into a Value Enhanced Nutrition Assessment</li> <li>▪ The Components of Anthropometrics</li> <li>▪ How to integrate competencies into the VENA Process</li> </ul> <p>BETTER ASSESSMENTS = BETTER SERVICES</p> <p>BETTER SERVICES = BETTER OUTCOMES</p>	<p>And in the final section, Increasing Staff Competencies, we'll use a case study to illustrate staff competencies of an Anthropometric assessment.</p> <p>There is much to explore in this module. It will help you better understand VENA as it applies to Anthropometric assessment. VENA brings a consistent level of practice to nutrition assessment in WIC.</p> <p>After completing this module, you should have a better understanding of the importance of Anthropometrics and its relationship to participant health outcomes.</p> <p>You'll recognize that Anthropometrics is one category of a VENA assessment and be able to describe components of Anthropometric assessment. You should also develop staff competencies to support Anthropometric data interpretation and collection and enhance critical thinking ability with respect to factors that may impact Anthropometric measures.</p> <p>At the conclusion of this module, your ability to do better assessments will equal better services. The best assessments are those that can answer "why" particular measurements are being seen. Understanding "why" allows us to better tailor services to our participants.</p> <p>Remember, Better assessments equal better</p>	<p><b>1004a graphic:</b> Puzzle graphic.</p> <p><b>1004b photo:</b> Picture of participants: CPA reviewing a growth chart – anything to convey "why"</p> <p><b>NOTE:</b> CPA picture should represent diversity: race, gender, age, etc.</p> <p><b>1004c graphic:</b> "Growth curve" from CDC.</p>	
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		<p>services. Likewise, better services equal better outcomes for the participant.</p>			
5	1005	<p>Introduction: Navigation</p>	<p>Before we begin learning the ins and outs of Anthropometric assessments in VENA, let's take a look at how you can navigate this module.</p> <p>As you go through the module, the navigation buttons at the bottom right of your screen will let you access the content at your own pace. You can use the 'Next' and 'Back' buttons to move back and forth through the program.</p> <p>Click 'Pause' to pause the module, and 'Play' to re-start.</p> <p>The Menu will take you directly to the section you choose. You can access the Menu at any time by clicking on the Menu tab.</p> <p>If this is your first time using this module, we recommend allowing the module to play from start to end. You must view each section before you can complete this module.</p> <p>If you log off at any point, the next time you log on, the course will resume where you left off. You can review any section of this module as many times as you want. Use the Menu tab to return to any sections you wish to revisit.</p> <p>Along the way, be on the lookout for helpful links that will provide additional detailed information</p>	<p><i>1005 graphics: Use navigation assets from Intro to VENA module</i></p> <p><i>Use animations from intro to Vena module:</i></p> <p><i>Developer should point to or highlight various items in narration on screen as they are mentioned in narration</i></p>	

		about Anthropometrics as well as VENA.			
<b>Importance of Anthropometrics</b>					
<b>6</b>	<p><b>2001</b></p> <p>Importance of Anthropometrics</p>	<p>ANTHROPOMETRICS - the "measurement of size, weight, and proportions of the human body."</p> <p>Why is Anthropometrics an important assessment category in WIC?</p>	<p>Let's begin by exploring the importance of Anthropometric Data in WIC Assessment section by defining Anthropometrics as the "measurement of size, weight, and proportions of the human body."</p> <p>Monitoring growth is something that WIC does very well because we see our participants at regular intervals during rapid periods of growth and development.</p> <p>Anthropometric measurements are essential because they are used in WIC to monitor growth, assess nutrition status, and determine WIC eligibility.</p>	<p><b>2001a graphic:</b> Calendar graphic: shows regular intervals – certification, 3 mo, recent, etc.</p> <p><b>2001b graphic:</b> Overlay of photos (baby, child, toddler) at 2, 3, 4, 5 years of age.</p>	
<b>7</b>	<p><b>2002</b></p> <p>Importance of Anthropometrics: Objectives</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>▪ State the purpose of obtaining Anthropometric data as a component of a WIC assessment</li> <li>▪ Describe WIC health outcome expectations as they relate to Anthropometrics</li> </ul>	<p>In this module, we'll introduce the VENA concept of a Health Outcomes-Based model for conducting a WIC assessment. We won't be covering how to measure participants in this module, but always remember that proper technique is important!</p> <p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>▪ State the purpose of obtaining Anthropometric data as a component of a WIC assessment, and</li> <li>▪ Describe WIC health outcome expectations as they relate to Anthropometrics</li> </ul>	<p><b>2001b graphic:</b> Owl graphic.</p>	
<b>8</b>	<p><b>2003</b></p> <p>Importance of Anthropometrics: Interpretation &amp; Use</p>	<p>Standard Procedures Are Essential:</p> <ul style="list-style-type: none"> <li>▪ Equipment</li> <li>▪ Technique</li> </ul> <p>Multiple measurements over time are needed to assess and monitor growth.</p>	<p>To ensure precise Anthropometric measurements, it is essential that standard procedures must be followed. Accuracy of measurements depends on using the correct equipment and technique. Growth can only be assessed when multiple measurements</p>	<p><b>2003a graphic:</b> front page of PA WIC Anthropometric manual</p> <p><b>2003b graphic:</b> use the same puzzle graphic from the intro to Vena module</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end: <i>Click the 'Next' button to continue.</i></p>



Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
		<p>Anthropometrics should be considered with other factors (BCDEO)</p> <p><u><i>Anthropometric Training manual</i></u></p>	<p>are recorded over time.</p> <p>Anthropometric measurements must be used as part of a total nutrition assessment that also includes biochemical, clinical, dietary, environmental/family, and other factors. Interpretation of growth measurements must take all of these factors into consideration. Anthropometrics is only one piece of the puzzle that helps to form a complete picture of the WIC participant and his or her needs.</p> <p>Please click on the link below to view an example of a WIC Anthropometric Training Manual. This manual or one like it for your state provides information about correct equipment and technique to minimize measurement errors. Once you have reviewed this document, you may save it to your computer or close it and click the next button to continue.</p>	<p>Make sure letters B, C, D, E, and O are emphasized so that the letters can be used later in the module to signal these Anthropometric categories. Note: consider using same visual asset of puzzle pieces from the Intro module. (can we clarify if the letters are highlighted in the puzzle)</p>	<p>Link to PA WIC Anthropometric manual for more information about correct equipment and correct technique to minimize measurement errors. Pages 2-3 and then sections on measurement techniques.</p>
9	<p>2004</p> <p>Importance of Anthropometrics: Outcome Expectations</p>	<p>What is a "health outcome-based WIC nutrition assessment?"</p> <ul style="list-style-type: none"> <li>▪ VENA Guidance Document defines a health outcome-based WIC nutrition assessment as a positive approach to assessment</li> <li>▪ Focus should be on gaining knowledge to better understand how WIC can help a participant or family achieve a healthy outcome</li> </ul> <p><u><i>VENA Appendix C for health outcome expectations by participant type</i></u></p>	<p>The VENA guidance document defines a health outcome-based WIC nutrition assessment as a positive approach to assessment. Instead of zeroing in on deficiencies and 'problems' our focus should be on gaining knowledge to better understand how WIC can help a participant or family achieve a healthy outcome. For example, our goal for every pregnant woman in WIC is to deliver a healthy full-term baby while maintaining optimal health status.</p> <p>So, knowing that the desired health outcome is the</p>	<p>2004 graphics (Variety of WIC participants types – Shirley will provide these images)</p> <p>Shot of infant</p> <p>Shot of nursing mother</p> <p>Shot of 3-5 years of age</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p>Link to VENA Appendix C for health outcome expectations by participant type.</p>

Title: ANTHRO – Module #2		Version: July 20, 2010 – IUP/WIC		Page: Screen Header/Objective		Screen Text		Spoken Narration		Visual Assets		Programming Instructions	
								<p>delivery of a full-term, healthy weight baby, pregnancy weight status and maternal weight gain patterns are important aspects of an Anthropometric assessment that need to be considered.</p> <p>Please click on the link for detailed information about health outcome expectations for each of the other WIC types. Once you have reviewed this document, you may save it to your computer or close it and click the next button to continue.</p>					
10	2005	Importance of Anthropometrics	<p>Health Outcome Expectations Are Provided for Each Participant Type:</p> <ul style="list-style-type: none"> <li>▪ Pregnant Woman</li> <li>▪ Post-partum / Breastfeeding</li> <li>▪ Infant</li> <li>▪ Child</li> </ul>	<p>WIC has great potential to impact health outcomes and to support pregnant and postpartum women, infants and children because of the frequency with which our participants visit the WIC clinic.</p> <p>It's essential that Anthropometric measurements be taken regularly to assess and monitor growth and provide opportunities to make referrals and support good health.</p>	<p><b>2005a photo:</b> Show a pregnant woman</p> <p><b>2005b photo:</b> show the same woman holding a child or just show a child alone</p>								
11	2006	Practice Exercise	<p>True or False. The primary purpose of taking accurate anthropometric measurements over time as part of a WIC nutrition assessment for children is to monitor growth.</p> <p>A. True</p> <p>B. False</p>	<p>You are doing great. Let's stop now and review what you've learned so far. How would you answer this question?</p> <p>True or False. The primary purpose of taking accurate anthropometric measurements over time as part of a WIC nutrition assessment for children is to monitor growth.</p> <p>(correct - letter A) – Great Job! Measurements taken over time are important to help WIC monitor growth.</p> <p>(incorrect) – No, not quite – better go back and</p>				<p>True/False. Correct Answer: A. True</p>					

Title: ANTHRO – Module #2		Version: July 20, 2010 – IUP/WIC				
Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
12	2007	Practice Exercise	<p>WIC's focus is on "health outcome-based WIC nutrition assessment." A health outcome expectation for a pregnant woman is to "Deliver a healthy, full-term infant while maintaining optimal health status." What Anthropometric assessment example would best help the WIC staff to support this health outcome?</p> <p>Select the best answer.</p> <p>A. Monitoring maternal weight gain</p> <p>B. Identifying a dental health problem &amp; making a referral</p> <p>C. Obtaining an accurate height measurement</p> <p>D. Identifying variety of fruits &amp; vegetables consumed</p>	<p>review! Letter A, True is the correct answer. Measurements taken over time are important to help WIC monitor growth.</p> <p>Okay, here's another question...</p> <p>WIC's focus is on "health outcome-based WIC nutrition assessment". A health outcome expectation for a pregnant woman is to "Deliver a healthy, full-term infant while maintaining optimal health status". What Anthropometric assessment example would best help the WIC staff to support this health outcome?</p> <p>Select the best answer.</p> <p>"a"... Monitoring maternal weight gain</p> <p>"b"... Identifying a dental health problem and making a referral</p> <p>"c"... Obtaining an accurate height measurement, or</p> <p>"d"... Identifying variety of fruits and vegetables consumed.</p> <p>(correct - letter A) – Well Done! Maternal weight gain pattern associated with infant birth weight.</p> <p>(incorrect) – No, not quite – better go back and review! B &amp; D are not Anthropometric assessment. C - height alone will not directly influence pregnancy outcome. Answer A: Maternal weight gain pattern associated with infant birth weight would best help the WIC staff to support this health outcome</p>		Multiple Choice: A
13	3001	How Anthropometrics Fit Into VENA	<p>"What is VENA supposed to look like?"</p> <p>"How do I know whether or not I'm doing a Value Enhanced Nutrition Assessment?"</p>	<p>Many WIC staff have asked the questions, "What is VENA supposed to look like?" and "How do I know whether or not I'm doing a Value Enhanced Nutrition Assessment?"</p> <p>In this section, we'll explore how the Anthropometric assessment piece fits in to the</p>	<p>3001a photo: Child on scale w/shoes on – bubble above head of CPA? (shoes on or off)</p>	

Title: ANTHRO – Module #2		Version July 20, 2010 – IUPWIC				
Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
14	3002	How Anthropometrics Fit into VENA: Objectives	<p>Learning Objective:</p> <ul style="list-style-type: none"> <li>Describe the role of Anthropometrics in VENA</li> </ul>	<p>bigger picture of VENA.</p> <p>The implementation of VENA has not changed the techniques and methods used to collect Anthropometric measurements. VENA has changed how we communicate with participants as we collect Anthropometric information and how we consider it in conjunction with other assessment information (B, C, D, E and O).</p> <p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>Describe the role of Anthropometrics in VENA</li> </ul> <p>Let's now examine some of the more common errors we see in Anthropometrics Assessment.</p> <p>A common practice in WIC has been to take a single measurement or plot from a graph to drive decision-making through the remainder of the assessment process.</p> <p>VENA helps to avoid this mistake. Stand-Alone Anthropometric measures will not paint an accurate picture about the participant.</p> <p>Lack of content knowledge on Anthropometric measures and how they are best used to assess and monitor growth patterns can also result in errors in assessment. Knowledge and skills related to Anthropometrics and lifecycle nutrition are examples of key VENA staff competencies that will be discussed later in this module.</p> <p>By asking WHY a particular measure exists,</p>	<p>3002a graphic: Owl graphic.</p>	
15	3003	How Anthropometrics Fit into VENA: Common Mistakes	<p>Avoiding Common Anthropometric Assessment Mistakes:</p> <p>Anthropometric Data interpreted as "stand alone"</p> <p>Content Knowledge Lacking About Normal Growth Patterns (examples):</p> <ul style="list-style-type: none"> <li>When should infants regain birth weight or double their birth weight?</li> <li>What does it mean if weight for age decreases, but length for age or height for age does not?</li> <li>When should adiposity rebound occur?</li> <li>What is a percentile channel and what does it mean when measures cross them?</li> </ul> <p><u>Summary Tables in Anthropometric Training Manual</u></p>	<p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>Describe the role of Anthropometrics in VENA</li> </ul> <p>Let's now examine some of the more common errors we see in Anthropometrics Assessment.</p> <p>A common practice in WIC has been to take a single measurement or plot from a graph to drive decision-making through the remainder of the assessment process.</p> <p>VENA helps to avoid this mistake. Stand-Alone Anthropometric measures will not paint an accurate picture about the participant.</p> <p>Lack of content knowledge on Anthropometric measures and how they are best used to assess and monitor growth patterns can also result in errors in assessment. Knowledge and skills related to Anthropometrics and lifecycle nutrition are examples of key VENA staff competencies that will be discussed later in this module.</p> <p>By asking WHY a particular measure exists,</p>	<p>3003a animated graphic Re-use connect the dot animation to illustrate that the more points that are complete, the clearer the picture becomes.</p> <p>3003b animated graphic Animated growth chart to show differences between one plot and several – end with question mark over grid to show stand alone data poses more questions that need to be asked.</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end: Click the 'Next' button to continue.</p> <p>Link to Summary Tables in PA WIC Anthropometric manual – Part 4 "Interpretation of Growth Summary" table.</p>

			<p>assessment extends to consider the influence of other measures within a given assessment category or across assessment categories: BCDEO.</p> <p>For examples that can help you with interpretation of Anthropometric data and insights on why a given growth pattern may be occurring, please click on the Summary Tables link below for more information. Once you have reviewed this document, you may save it to your computer or close it and click the next button to continue.</p>	
16	3004	<p>How Anthropometrics Fit into VENA: One Piece of the Puzzle</p>	<p>Anthropometric data is just one piece of the puzzle of a VENA assessment.</p> <p>Integration of Anthropometric information with other BCDEO factors is essential.</p> <p>VENA recognizes that Anthropometrics is just one piece of the puzzle. Crossing over 2 or more percentile channels on a growth curve can be a reflection of poor dietary intake; however, data from the other assessment categories must still be collected and considered before this judgment is made. For example, changes in family situations (an Environmental factor) or recent or current illness (Clinical data) must be considered as potential contributors.</p>	<p>3004a animated graphic</p> <p>Imagery of plotted points that crossover channels on a growth chart.</p> <p>Bring in 2-3 different growth charts – each of a different age of a child.</p>
17	3005	<p>How Anthropometrics Fit into VENA</p>	<p>Guidance Is Provided On:</p> <ul style="list-style-type: none"> <li>▪ What to assess</li> <li>▪ What to collect</li> <li>▪ What to do</li> <li>▪ Suggestions for further assessment</li> </ul> <p>Relevant Nutrition Assessment Information Table (VENA)</p>	<p>3005a graphic: Show the cover of this document</p>
				<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p>

Page	Screen Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
		<p><u>Guidance!</u></p>	<p>“What to Do.” The “What to Do” guidelines provide “Suggestions for Further Assessment” whenever a particular risk assignment is being considered.</p> <p>Please click on the link below so that you can identify the suggested ‘What to Assess, Collect and Do’ for Anthropometric assessment. Once you have reviewed this document, you may save it to your computer or close it and click the next button to continue.</p>		<p>Link to Summary Tables in VENA Guide ... Appendix A</p> <p><a href="http://www.nal.usda.gov/wicw/orks/Learning_Center/VENAV/ENA_AppendixA_AssessmentTables.pdf">http://www.nal.usda.gov/wicw/orks/Learning_Center/VENAV/ENA_AppendixA_AssessmentTables.pdf</a></p> <p>Neal, the pdf files for the VENA guidance are found on the WIC Works website. I will show you where to locate the PDF files for Attachments A1 – A5 (A-1 thru A-5), selecting to include only those tables on Anthropometric and highlighting on the Suggestions for Further Assessment that they are often areas in the other BCDEO (run mouse over further assessment suggestion and see for example that “recent illness” would be a clinical assessment item.</p> <p>Neal can we include Appendices A1 through A5 as part of this link, or do we need to create a completely new link that will merge all the pdf files into a single link? – I can edit the PDF and remove and add pages to it</p> <p><a href="http://www.nal.usda.gov/wicw/orks/Learning_Center/VENAV/ENA_AppendixA_AssessmentTables.pdf">http://www.nal.usda.gov/wicw/orks/Learning_Center/VENAV/ENA_AppendixA_AssessmentTables.pdf</a></p>
18	3006 Practice Exercise	<p>How does VENA help to avoid the common mistakes made when doing an Anthropometric Assessment?</p>	<p>Let’s stop again to check your understanding ...</p> <p>How does VENA help to avoid common mistakes that are made when doing an Anthropometric Assessment?</p>		<p>Multiple Choice: D</p>

Select the best answer.

- A. VENA encourages the use of multiple measures
- B. VENA encourages consideration of multiple pieces of the puzzle
- C. VENA competencies strengthen staff knowledge & skills
- D. All of the above

Select the best answer.

- “a”... VENA encourages the use of multiple measures
- “b”... VENA encourages consideration of multiple pieces of the puzzle
- “c”... VENA competencies strengthen staff knowledge and skills, or
- “d”... All of the above.

(correct - letter D) -- Well Done! VENA discourages the use of single or stand-alone measures as the basis for assessment and decision-making. Instead, VENA encourages the use of multiple measures as well as encouraging consideration of multiple pieces of the puzzle. In addition, VENA competencies strengthen staff knowledge and skills.

(incorrect) – No, not quite – better go back and review! Letter D is the correct answer. VENA discourages the use of single or stand-alone measures as the basis for assessment and decision-making. Instead, VENA encourages the use of multiple measures as well as encouraging consideration of multiple pieces of the puzzle. In addition, VENA competencies strengthen staff knowledge and skills.

19 3007 Practice Exercise

You have just conducted an Anthropometric assessment for a new 3 ½ year old WIC participant. The data you have collected so far indicates that the child's BMI is at the tenth percentile and so he/she is at risk for underweight. All of the following should be included as next steps EXCEPT...

- A. Double-check the data for accuracy

Alright – One more question before we move on....

You have just conducted an Anthropometric assessment for a new 3 ½ year old WIC participant. The data you have collected so far indicates that the child's BMI is at the tenth percentile and so he/she is at risk for underweight. All of the following should be included as next steps EXCEPT...

- Select the best answer.
- “a”...Double-check the data for accuracy

Page	Screen Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
20	4001	<p>B. Give the mom a flyer about high calorie snacks</p> <p>C. Ask questions about feeding practices &amp; eating behaviors</p> <p>D. Determine whether there is a medical condition that needs to be considered</p>	<p>“b” ... Give the mom a flyer about high calorie snacks</p> <p>“c” ... Ask questions about feeding practices and eating behaviors, or</p> <p>“d” ... Determine whether there is a medical condition that needs to be considered</p> <p>(correct - letter B) – Great decision-making! Giving the mom a flyer about high calorie snacks isn't the next step. Education should not take place until an accurate and thorough assessment is complete! Therefore, giving the mom a flyer about high calorie snacks is not a good idea at this time.</p> <p>(incorrect) – No, not quite – better go back and review! Letter B is the correct answer. Giving the mom a flyer about high calorie snacks isn't the next step. Education should not take place until an accurate and thorough assessment is complete! Therefore, giving the mom a flyer about high calorie snacks is not a good idea at this time.</p>		
20	4001	<p>Components of Anthropometric Assessment</p> <p>What are the components of a value enhanced Anthropometric Assessment?</p> <p><u><a href="#">Anthropometric Training Manual</a></u></p>	<p><b>Components of Anthropometric Assessment</b></p> <p>Now that we've seen how Anthropometrics fit into the other categories of a Value Enhanced Nutrition Assessment, let's look more specifically at the components that make up a quality Anthropometric assessment.</p> <p>This section provides an overview of what the components of an Anthropometric assessment are, rather than how to do them.</p> <p>For more detailed information on technique, please click below to access the Anthropometric Training Manual and then click the next button to continue.</p>	<p>4001a graphic: Picture of puzzle from the Intro module</p> <p>Attach PDF of Anthro manual here</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p><u><a href="#">Link to Anthropometric Training Manual (Stirley will provide this)</a></u></p>
21	4002	<p>Components of</p> <p>Learning Objectives:</p>	<p>You cannot draw valid conclusions without</p>	<p>4002a graphic: Owl</p>	



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		<p>Anthropometric Assessment Objectives</p> <ul style="list-style-type: none"> <li>▪ List the components of an Anthropometric assessment</li> <li>▪ Describe the importance of using proper technique, both correctly &amp; consistently</li> <li>▪ Name two reasons why accuracy is important</li> </ul>		<p>accurate Anthropometric measures. This means that it's important for you to learn and consistently use the proper techniques to collect Anthropometric measures.</p> <p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>▪ List the components of an Anthropometric assessment</li> <li>▪ Describe the importance of using proper technique, both correctly and consistently, and</li> <li>▪ Name two reasons why accuracy is important</li> </ul>	<p>graphic.</p>	
22	4003	<p>Components of Anthropometric Assessment Review</p>	<p>Components of Anthropometric Assessment in WIC:</p> <ul style="list-style-type: none"> <li>▪ Weight</li> <li>▪ Recumbent Length</li> <li>▪ Height</li> <li>▪ Head Circumference</li> <li>▪ Body Mass Index (BMI)</li> <li>▪ Weight Gain Grids</li> <li>▪ Growth Charts</li> </ul>	<p>The Components of Anthropometric Assessment used in WIC are:</p> <ul style="list-style-type: none"> <li>• Weight</li> <li>• Recumbent Length</li> <li>• Standing Height, and</li> <li>• Head Circumference</li> </ul> <p>In addition, calculations such as Body Mass Index, Prenatal Weight Gain and growth percentiles for infants and children are tools based on these measurements.</p>	<p><b>4003a photo:</b> Tools for taking weights and heights – images of electronic scales, head circumference tape, images of growth grids, etc.</p> <p>Still shots for the measurements.</p>	
23	4004	<p>Components of Anthropometric Assessment: Importance of Accuracy</p>	<p>Accurate measurements are critical!</p>	<p>Accurate measurements are critical. A small measurement error can result in a large error on a growth chart. For example, an error of ¼ of an inch in measuring height can result in a significant percentile deviation on the growth chart.</p> <p>Accurate measurements are also critical because they affect the nutrition risk criteria that may be assigned to a participant (eligibility determination). It will also impact the education provided to the participant.</p>	<p><b>4004a animated graphic:</b> Show an animated chart that reflects this change (technique error)</p> <p>(can be off by 25% Better examples not needed. Shirley needs to create growth charts and look at p. 2 of the Anthro manual which is where this quote came from!!)</p>	

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
24	4005	Components of Anthropometric Assessment: Sources of Error	<p>Three Main Sources of Error:</p> <ol style="list-style-type: none"> <li>1. Equipment</li> <li>2. Technique</li> <li>3. Data Entry Error</li> </ol>	<p>There are three main sources of error in Anthropometrics:</p> <ul style="list-style-type: none"> <li>• Equipment error</li> <li>• Technique error, and</li> <li>• Data entry error</li> </ul> <p>An example of an equipment error is not maintaining or calibrating a scale or not zeroing the scale before taking the measurement.</p> <p>Examples of a technique error are measuring height with shoes on, not positioning the child correctly for a height measurement, or using a standing height when a recumbent length should be done.</p> <p>An example of data entry error is transposing two different values, such as a height and weight. For the preschool population, heights and weights are often close enough that they can easily be reversed when they are entered into the system. This is particularly significant in a data system that auto-assigns risk criteria for certification.</p>	<p><b>4005a photo:</b> Picture calibrated scale.</p> <p><b>4005b photo:</b> Picture of properly aligning recumbent length.</p> <p><b>4005c graphic:</b> Animating a plot that corrects a transposition (data entry error) (Shirley will provide Neal with PDF of growth charts with red mark in to different locations)</p>	
25	4006	Components of Anthropometric Assessment: Consequences of Error	<ul style="list-style-type: none"> <li>▪ Inaccurate growth grids / prenatal grids</li> <li>▪ Inaccurate risk assignment</li> <li>▪ Inaccurate data cannot be interpreted correctly in conjunction with B, C, D, E &amp; O</li> <li>▪ Inaccurate referrals &amp; education</li> </ul> <p><u>Anthropometric Training Manual</u></p>	<p>It's very important to make sure that you have been trained to properly take Anthropometric measures. In addition, it's essential that you periodically re-check your knowledge of the equipment and the techniques you are using. The consequences of measurement errors can significantly change the rest of the assessment as well as the nutrition services provided. Examples of errors include:</p> <ul style="list-style-type: none"> <li>• Inaccurate growth charts or prenatal weight</li> </ul>	<p><b>4006a graphic:</b> Visual for "falling through cracks" – broken up sidewalk animate fixing/closing a crack.</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p><u>Link to WIC Anthropometric module as resource (Shirley will provide this)</u></p>

			<p>gain grids</p> <ul style="list-style-type: none"> <li>• Inaccurate risk assignment.</li> <li>• Inaccurate data cannot be interpreted correctly in conjunction with B, C, D, E and O, and</li> <li>• Inaccurate referrals and education provided to the participant will compromise WIC's ability to provide quality nutrition services to our participants.</li> </ul> <p>Please refer to the Anthropometric Training Manual for more detailed information on the consequences of measurement errors.</p>		
<p><b>26</b></p>	<p><b>4007</b></p> <p>Components of Anthropometric Assessment:</p>	<p>ACCURATE DOCUMENTATION AND INTERPRETATION ARE ALSO CRITICAL!</p>	<p>Errors can lead to participant needs “falling through the cracks.” For example, an error in recording weight may classify a child as having a normal BMI, when in fact they have a BMI at the 99<sup>th</sup> percentile. Drawing incorrect conclusions can affect WIC eligibility and result in delays for intervention or referral opportunities, and can also affect the quality of nutrition services provided to a participant.</p>	<p><b>4007a graphic:</b> show small child on the scale from the Intro photo shoot</p>	
<p><b>27</b></p>	<p><b>4008</b></p> <p>Practice Exercise</p>	<p>All of the following are components of Anthropometric assessment for an infant EXCEPT. Select the best answer. A: Weight B: Height C: Recumbent Length</p>	<p>Let's stop again to practice what you have learned... How would you answer this question? All of the following are components of Anthropometric assessment for an infant EXCEPT: Select the best answer. “a” ... Weight “b” ... Height</p>		<p>Multiple Choice: B</p>

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
28	4009	Practice Exercise	<p>D: Head circumference</p> <p>Weighing an infant with a wet diaper is an example of a _____ error in Anthropometrics.</p> <p>Select the answer that best completes this sentence.</p> <p>A. Data entry Error B. Equipment Error C. Technique Error E. Calibration Error</p>	<p>"c" ... Recumbent Length, or</p> <p>"d" ... Head Circumference</p> <p>(correct - letter B) – Excellent! Recumbent length, not height, should be used for infants up to 1 year of age.</p> <p>(incorrect) – No, not quite – better go back and review! The correct answer is B. Remember: Recumbent length, not height, should be used for infants up to 1 year of age.</p> <p>Alright, next question:</p> <p>Weighing an infant with a wet diaper is an example of a _____ error in Anthropometrics.</p> <p>Select the answer that best completes this sentence.</p> <p>"a" ... Data entry error "b" ... Equipment error "c" ... Technique error, or "d" ... Calibration error</p> <p>(letter C) – Good job! You knew that this is an example of a technique error. In proportion to an infant's body weight, a wet diaper can result in a falsely greater weight for length or weight for age percentile, and impact future assessment of growth. Appropriate Anthropometric data collection techniques are an essential staff competency identified in the VENA guidance document</p> <p>(incorrect) – No, not quite – C is the correct answer. Better go back and review! This is an example of a technique error. In proportion to an infant's body weight, a wet diaper can result in a falsely greater weight for length or weight for age percentile, and impact future assessment of growth. Appropriate Anthropometric data collection</p>		Multiple Choice: C

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		<p><b>ADDITIONAL PRACTICE QUESTION:</b> This was previously listed as Screen 6007 but fits better here !</p> <p>Look at picture of height being taken for accuracy. All of the following points in the picture demonstrate good measurement methods except:</p> <p>A. Feet are not together &amp; flat on the floor                      B. Head is not against the wall with participant looking forward                      C. Shoes are not off                      D. Shoulders &amp; back are not slouched</p> <p><i>Need picture before correct answer can be selected.</i></p>	<p>techniques are an essential staff competency identified in the VENA guidance document.</p> <p>Let's test your skills.... The following question is a quick check on your ability to accurately take a height measurement.</p> <p>Look at picture of height being taken for accuracy. All of the following points in the picture demonstrate good measurement methods except:</p> <p>"a" ... Feet are not together                      "b" ... Head is not against the wall with participant looking forward                      "c" ... Shoes are not off, or                      "d" ... Shoulders and back are not slouched</p> <p>(correct - letter A) – Good job! Paying attention to all four contact points – head, heels, buttocks, and shoulder blades touching the measuring surface - for proper measurement of height is very important to obtain accurate measures. You did a great job recognizing this measurement error!</p> <p>(incorrect) – No, not quite – better go back and review! The correct answer is A. Paying attention to all four contact points – head, heels, buttocks, and shoulder blades touching the measuring surface - for proper measurement of height is very important to obtain accurate measures.</p> <p>Last question for this section....</p> <p>An inaccurate height measurement that results in a child being recorded as taller than they actually are will result in a greater likelihood that:</p> <p>Check all that apply</p> <p>A. a high BMI is determined                      B. a low or normal BMI is determined</p>	<p><b>4009b photo:</b> Staff performing height on Angle using bad technique. Feet are slightly spread apart with Angle on tip-toe slightly with one foot</p>	<p>Multiple Choice Answer: A</p>
		<p><b>ADDITIONAL PRACTICE QUESTION</b> This was previously listed as Screen 6008 but fits better here !</p> <p>An inaccurate height measurement that results in a child being recorded as taller than they actually are will result in a greater likelihood that:</p> <p>Check all that apply</p> <p>A. a high BMI is determined                      B. a low or normal BMI is determined</p>			<p>Note: All should be selected by learner. Perhaps have a checkbox to the left of each area where learner can 'check' that they agree this is something that can be impacted by an inaccurate measurement.</p>

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
			<p>likelihood that:</p> <p>Check all that apply</p> <p>A. a high BMI is determined</p> <p>B. a low or normal BMI is determined</p> <p>C. a low weight for height determination is made</p> <p>D. a high weight for height determination is made</p>	<p>C. a low weight for height determination is made</p> <p>D. a high weight for height determination is made</p> <p>(correct – letters B and C) – Good job! You should have selected both answers B and C. Accurate height measurements are important to be sure that BMI and weight for height is calculated and can be interpreted correctly. Overestimation of height can result in incorrect assignment of risk and a missed opportunity for WIC to make a difference! Remember, you should always try to take measurements twice and compare them. If they do not agree within ¼ of an inch, then repeat the procedure until two measurements agree!</p> <p>(incorrect) – No, not quite – better go back and review! Answers B and C are correct. Accurate height measurements are important to be sure that BMI and weight for height is calculated and can be interpreted correctly. Overestimation of height can result in incorrect assignment of risk and a missed opportunity for WIC to make a difference! Remember, you should always take measurements twice and compare them. If they do not agree within ¼ of an inch, then repeat the procedure until two measurements agree!</p>		
<b>The VENA Process</b>						
29	5001	The VENA Process	<p>How does following the VENA Process improve Anthropometric assessments?</p>	<p>So far we've talked about the components of Anthropometrics, the importance of accuracy, and ways to minimize errors.</p> <p>In this section, we'll explore how Anthropometrics works within the VENA process.</p>	<p><b>5001a graphic:</b> Graphic that conveys cycle of VENA process (VENA guide)</p>	
30	5002	The VENA Process: Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>▪ State &amp; perform the five steps of a VENA assessment</li> <li>▪ Describe the contribution of the six VENA staff competencies in collecting &amp; interpreting Anthropometric data</li> </ul>	<p>The VENA process involves the five steps of assessment and the incorporation of six key staff competencies in the collection and interpretation of Anthropometric data.</p> <p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>▪ State and perform the five steps of a VENA assessment, and</li> </ul>	<p><b>5002a graphic:</b> Owl graphic.</p>	

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
31	5003	The VENA Process: Review 5 Steps	<p>5 Steps of a VENA Assessment:</p> <ol style="list-style-type: none"> <li>1. Collect information</li> <li>2. Clarify information</li> <li>3. Identify pertinent risks &amp; related issues</li> <li>4. Document</li> <li>5. Follow-up</li> </ol>	<ul style="list-style-type: none"> <li>Describe the contribution of the six VENA staff competencies in collecting &amp; interpreting Anthropometric data</li> </ul> <p>Let's take a couple minutes to review the 5 steps of a VENA assessment.</p> <p><b>Step 1.</b> Collect relevant information. For Anthropometrics, this includes heights, weights, head circumference, and the subsequent calculations of BMI, growth index percentiles, and prenatal weight gain.</p> <p><b>Step 2.</b> Clarify information. Dialogue with the participant to better understand possible factors that could be impacting these measures. For example, a sudden drop in an infant's weight can be better understood after assessment for recent illness or another clinical diagnosis.</p> <p><b>Step 3.</b> Identify pertinent risks and related issues. WIC staff must use critical thinking to synthesize the Anthropometric information as it relates to information from the other assessment categories (B, C, D, E, and O) before assigning and prioritizing risks.</p> <p><b>Step 4.</b> Document the assessment. Anthropometric information is generally captured as part of each certification record, creating a valuable history for monitoring growth. Thorough and focused documentation provides the needed information to provide quality nutrition services for</p>	<p><b>5003a graphic:</b>                      Pull graphics from the Introduction Module (steps)</p> <p><b>Flash still shots of CPA w/participants at each step of the process.</b></p> <p><b>5003b photo:</b> Collect Information</p> <p><b>5003c photo:</b> Clarify information</p> <p><b>5003d photo:</b> Identify pertinent risks &amp; related issues</p> <p><b>5003e photo:</b> Document</p> <p><b>5003f photo:</b> Follow-up</p>	

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								WIC participants and to support the continuity of care.  And Step 5. Follow-up. This step relies on the integrity of the first four steps. Decisions and actions for follow-up are based on the previous assessments and documentation.					
32	5004	The VENA Process: Staff Competencies	Applying the 6 Key Staff Competencies to Anthropometrics: 1. Lifecycle Nutrition Knowledge 2. WIC Nutrition Assessment Process 3. Anthropometric / Biochemical Techniques 4. Multicultural Awareness 5. Communication 6. Critical Thinking				Now let's discuss the six key staff competencies to Anthropometrics.  These essential VENA staff competencies include: lifecycle nutrition knowledge, an understanding of the WIC nutrition assessment process, skills in the area of Anthropometric and biochemical data collection techniques, multi-cultural awareness, communication and critical thinking skills.  Let's now take some time to look at each of these six essential VENA staff competencies in more detail.	5004a photo: Picture of staff learner.  5004b graphic: Icons that represents each competency (ex; family to represent lifecycle knowledge; cog wheels for critical thinking, etc.) that goes around the learner in a circle. Bring in each icon as examples are provided.					
33	5005	The VENA Process: Staff Competencies	Lifecycle Nutrition Knowledge: ▪ Typical growth patterns ▪ Appropriate weight gain recommendations				The first is Lifecycle Nutrition Knowledge.  It provides the foundation for Anthropometric assessment. For example, when a breastfed infant has inadequate weight gain, staff knowledge of frequency and duration of feedings is important.  The second is the WIC Nutrition Assessment Process.  An understanding of the WIC Nutrition Assessment Process optimizes the use of Anthropometric data not only for determining WIC eligibility, but also for	5005a photo: show an image of an infant next to a child growing up					
34	5006	The VENA Process: Staff Competencies	WIC Nutrition Assessment Process: ▪ Obtaining relevant assessment data ▪ Assigning appropriate risk criteria					5006a graphic: The animated steps graphic from the intro to vena module					



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35	5007	The VENA Process: Staff Competencies	<p>Anthropometric / Biochemical Techniques:</p> <ul style="list-style-type: none"> <li>▪ Demonstrates appropriate technique</li> <li>▪ Reads, records &amp; plots measurements accurately</li> <li>▪ Interprets data correctly</li> </ul>	<p>consideration as part of a comprehensive assessment to improve health status of participants.</p> <p>The third is Anthropometric / Biochemical Techniques.</p> <p>As discussed earlier the collection techniques used by staff affects the accuracy and quality of the Anthropometric assessment. This is the starting point for drawing appropriate conclusions and tailoring nutrition services.</p>	<p>5007a photo: show the photo of the child being weighed or having his height measured from first photo shoot</p>	
36	5008	The VENA Process:	<p>Multicultural Awareness:</p> <ul style="list-style-type: none"> <li>▪ Knowing that other cultures view growth patterns differently</li> </ul>	<p>The fourth is Multicultural Awareness.</p> <p>This plays an important role in the collection and interpretation of Anthropometric information. For example, some cultures view overweight to be a sign of prosperity. Knowing that this is your participant's perspective can help you collect, interpret, and discuss the measurement in a manner that is sensitive to that culture, yet delivers the appropriate health messages.</p>	<p>5008a photo: Stock photo showing people of different colors and cultures</p>	
37	5009	The VENA Process: Staff Competencies	<p>Communication:</p> <ul style="list-style-type: none"> <li>▪ Talking with a parent about their child's growth in a sensitive manner</li> <li>▪ Knowing when &amp; how to ask appropriate probing questions</li> </ul>	<p>The fifth is Communication.</p> <p>Effective Communication skills are essential. They have a strong influence on the WIC staff's ability to collect, clarify and appropriately interpret Anthropometric data. Knowing what questions need to be asked, how they should be asked, and asking them in a friendly, non-threatening, and non-judgmental manner require strong</p>	<p>5009a photo: show one of the photos of the WIC staff person talking to a participant in one of the offices</p>	

<p><b>38</b></p>	<p><b>5010</b></p>	<p>The VENA Process: Staff Competencies</p>	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Collecting all information before drawing conclusions</li> <li>▪ Recognizing factors that contribute to identified growth issues</li> </ul>	<p>The sixth is Critical Thinking.</p> <p>Using the proper critical thinking skills allows the WIC staff to organize and interpret Anthropometric measurement information along with the other assessment areas (B, C, D, E, and O) to conduct a comprehensive assessment, clarify and interpret the findings, provide appropriate education and referrals and identify pertinent areas for documentation and follow-up.</p>	<p>5010a photo: show the image of the WIC staff person looking like she is thinking at her desk</p>	
<p><b>39</b></p>	<p><b>5011</b></p>	<p>Practice Exercise</p>	<p>Engaging a participant in dialogue to better understand possible factors that may be influencing inadequate weight gain in the 2<sup>nd</sup> trimester of pregnancy is an example of a WIC staff member following the _____ of VENA.</p> <p>Select the answer that best completes this sentence.</p> <p>A. Step 1: Collect Relevant Information</p> <p>B. Step 2: Clarify Information</p> <p>C. Step 3: Identify pertinent risks and related issues</p> <p>D. Step 4: Document</p> <p>E. Step 5: Follow-up</p>	<p>You are doing great. Let's take a few moments to once again practice what you've learned so far. How would you answer this question?</p> <p>Engaging a participant in dialogue to better understand possible factors that may be influencing inadequate weight gain in the 2<sup>nd</sup> trimester of pregnancy is an example of a WIC staff member following _____ of VENA.</p> <p>Select the answer that best completes this sentence</p> <p>a. Step 1: Collect Relevant Information</p> <p>b. Step 2: Clarify Information.</p> <p>c. Step 3: Identify pertinent risks and related issues.</p> <p>d. Step 4: Document, or</p> <p>e. Step 5: Follow-up</p> <p>(correct - letter B) – Good job! Step 2: Clarify Information is correct. Inadequate weight gain can best be understood (answering the 'Why' is there inadequate weight gain) by talking with the</p>	<p>Multiple Choice: B</p>	

		<p>participant to learn about factors that may influence weight gain such as D – nausea, E – domestic issues, stress, anxiety, and O = poor oral health.</p> <p>(incorrect) – No, not quite – better go back and review! Answer B, Step 2: Clarify Information is correct. Inadequate weight gain can best be understood (answering the 'Why' is there inadequate weight gain) by talking with the participant to learn about factors that may influence weight gain such as D – nausea, E – domestic issues, stress, anxiety, and O = poor oral health.</p>		
<p><b>40</b>    <b>5012</b>    Practice Exercise</p>	<p>Considering the experience, perspective and values of the participant when it comes to sensitive topics such as body weight and weight gain is an important staff competency in the area of _____.</p> <p>Select the answer that best completes this sentence.</p> <p>A. Lifecycle Nutrition                  B. Anthropometric Assessment                  C. Multicultural Awareness                  D. Communication Skills                  E. Critical Thinking Skills</p>	<p>One more question before we move on to the next section. How would you answer this question?</p> <p>Considering the experience and perspective and values of the participant when it comes to sensitive topics such as body weight and weight gain is an important staff competency in the area of _____.</p> <p>Select the answer that best completes this sentence.</p> <p>a. Lifecycle Nutrition                  b. Anthropometric Assessment                  c. Multicultural Awareness                  d. Communication Skills                  e. Critical Thinking Skills</p> <p>(correct - letter C) – Good job! Answer C, Multicultural Awareness in the correct answer. Being sensitive to differences in how body size is perceived can help improve rapport and support working in partnership with your participants.</p> <p>(Incorrect) – No, not quite – better go back and review! The correct answer is C, multicultural awareness. Being sensitive to differences in how</p>		<p>Multiple Choice: C</p>

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<b>Applying The VENA Process</b>						
<b>41</b>	<b>6001</b>	Applying The VENA Process: Case Study	<p>Putting VENA into Practice</p> <p><b>ANGIE</b></p>	<p>At this point in the module, you've learned about the Anthropometric category; how this category fits in as part of VENA; and why Anthropometric information is an essential piece of the assessment. Let's take a closer look at the role of specific VENA staff competencies and how they are integrated within the VENA process.</p> <p>We'll do this with a little help from our case study "Angie."</p>	<p><b>6001a photo:</b> Picture of Angie – head shot</p>	
<b>42</b>	<b>6002</b>	Applying The VENA Process: Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>▪ Introduction to Angie</li> <li>▪ Integrate staff competencies &amp; steps of VENA</li> <li>▪ Communicate Anthropometric information</li> </ul>	<p>You may remember from our introduction that Angie is just one of many WIC success stories! She's a happy and healthy three and a half year old. Her BMI has progressed in a desirable direction and her eating habits have improved over time!</p> <p>But when she first started coming to WIC, there were some concerns. We'll begin by reviewing the documentation from her initial certification appointment a year ago, and the subsequent follow-up appointment. With her current recertification appointment, you'll be able to see first-hand how critical thinking and effective communication can make a big difference in performing the steps of VENA. And you'll get a chance to practice.</p> <p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>▪ Integrate staff competencies &amp; steps of VENA</li> </ul>	<p><b>6002a graphic:</b> Owl graphic.</p>	

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43	6003	Applying The VENA Process: Case Study	<p>Setting The Stage:</p> <ul style="list-style-type: none"> <li>▪ Anthropometric</li> <li>▪ Biochemical</li> <li>▪ Clinical</li> <li>▪ Dietary</li> <li>▪ Environmental</li> <li>▪ Other</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effectively communicate anthropometric information</li> </ul> <p>Reviewing a participant's chart is always an important part of the WIC appointment.</p> <p>Click on the appropriate folders below to find the information that was gathered at Angie's initial certification and first follow-up appointment.</p> <p>Try to pick out the "pieces of the puzzle" that are part of the chart notes. Remember, we must look for Anthropometric information, as well as biochemical; clinical; dietary; environmental; and other information to use as part of the overall assessment. When reviewing the chart remember to use your critical thinking skills.</p>	<p>6003a animated graphic: puzzle from Intro to Vena module</p> <p>A, B, C, D E and O – should be puzzle pieces – bring in one at a time and fit together as one piece</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p>Option to stop module at this point. Link with file folders. Use chart note document and growth charts with appropriate plots to put into folders.</p> <p>Shirley needs to create new growth charts for the file folders, which will be based on Appointment benchmarks: i.e. Initial Cert (2.5 years old); Follow-up appt (2 yrs 9 mos); Recert appt (3 yrs) and then present day (3.5 yrs) These last two folders will be empty at this point in the module.</p> <p>Information obtained in initial certification appointment (2 1/2 yo)</p> <p>Ht: 36 1/2 in; Wt: 37#</p> <p>BMI: 99; Hgb 10.3; both parents working outside of the home; grandma watches her during day; mom considers Angie to be a "picky eater" especially at dinner time;</p> <p>drinking lots of milk and juice;</p> <p>Angie often complains of a "belly ache"; mom assumes Angie watches TV almost all day (grandma watches her daily and has problems with mobility); no medical conditions; family hx of</p>

<p>overweight and type 2 diabetes. Discussed the need to reduce fluids – suggested that mom reduce the amounts of milk and juice being given at home. Also discussed iron-rich foods and suggested using WIC cereals as snacks. Goal: Provide milk at meals only and one 6oz. serving of juice every day.</p> <p><b>Information obtained in follow-up appointment (2/9/09):</b> Follow up: mom has cut back on milk and juice, but hasn't noticed much change in overall appetite – still picky, especially at dinner time. Mom took Angie to doctor concerning bellyache everything looked good, no further problems with this. Mom gave grandma info from last appointment, and grandma says she has cut back on her fluid intake during the day too. Grandma has started offering WIC cereal at snack time. Ft. 37in, Wt. 36#, BMI: 18.5 (95<sup>th</sup>). Reinforced importance of continuing to limit excessive milk/juice intake due to extra kcal and previous low Hgb, and to continue offering iron-rich foods daily. Goal: Continue offering WIC cereal once/day.</p>					
<p><b>6004</b></p>	<p>Applying The VENA Process: Setting the Stage</p>	<p>Review – “Pieces of the Puzzle”:  <ul style="list-style-type: none"> <li>What pieces of information are most critical to look at before talking to Angie’s mom?</li> <li>What questions are already running through my mind?</li> </ul> </p>	<p>Now that you have had a chance to review Angie’s file for this appointment, what information do you need?</p> <p>Do you know enough about her history with WIC?</p>	<p><b>6004a graphic:</b> show Angie with a question mark superimposed over her</p>	

<p>Do you need to follow-up on her hemoglobin level? What recommendations were made at her last appointment?</p>	<p>There may not be a 'right' or 'wrong' place to start, but the key is to develop a consistent work style. Develop a process that works for you and make sure that you cover all assessment categories.</p>			
<p>After reviewing her files, you should feel more familiar with Angie. Today, Angie is at her recertification appointment. She is three years old and has been on WIC for six months. Let's follow Angie and her mother through their appointment.</p>	<p>The staff member begins by greeting Angie and her mom as she leads them to the lab to weigh and measure Angie. The staff member uses correct positioning techniques to measure Angie's height and weight. Angie has grown an inch and has lost half a pound since her last appointment 3 months ago. Her new BMI is at the 85<sup>th</sup> percentile. Her hemoglobin level is now 11.2 mg/dl. Remember, in order to bring the steps of VENA to life, you need to collect all Anthropometric information. Make sure you use the proper techniques. This is one of your competencies, "the collection of Anthropometric data."</p>	<p>Case Study – Did Staff:  <ul style="list-style-type: none"> <li>▪ Collect all necessary pieces of Anthropometric information?</li> <li>▪ Perform the height &amp; weight measurements correctly?</li> </ul> </p>	<p>Applying The VENA Process: Collect information</p>	<p><b>6005</b></p>
<p><b>6005aa</b> photo: photo of angle</p>				
<p><b>6005a</b> photo: Staff greeting mom and Angie</p>				
<p><b>6005b</b> photo: Staff performing height measurement on Angie – shows points of accuracy (arrows come in labeling points of good technique) (Franklin Plane, heels against the wall, back of head, shoulders, and buttocks against the wall)</p>				
<p><b>6005c</b> photo: Staff performing weight on Angie (several angles).</p>				
<p><b>6005d</b> graphic: New growth chart – BMI.</p>				

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46	6006	Applying The VENA Process: Collect information	<p>Recall History &amp; Connect New Information:</p> <p>NEW WEIGHT: 35.5# (85<sup>th</sup>)</p> <p>NEW HEIGHT: 38 inches (75<sup>th</sup>)</p> <p>NEW BMI: 17.3 (85<sup>th</sup>)</p> <p>NEW HGB: 11.2 (normal)</p>	<p>Before we move on let's take a minute to review. Recall the history from the chart and connect it with the new pieces of information from this appointment.</p> <p>Click on the appropriate folders below to find the information.</p> <p>We've identified some changes in Angie's growth (A), and have an updated hemoglobin value (B) which indicates her iron level has improved. Do you have enough information to complete the assessment? What's missing? And more importantly, how are you going to get that information?</p> <p>Don't forget to ask about any medical issues that might have occurred since the last WIC appointment (C).</p> <p>Your next step will be to collect and clarify the rest of the assessment information. Without it, you cannot explain Angie's improvement.</p>	<p>6006a photo: showing WIC staff and Angie's mom interacting, conversing</p>	<p>Have file folders animate to open up and show growth charts. (user will need to click on chart folders to open them)</p>
47	6007	Practice Exercise	<p>Based on Angie's current age, weight, and height, the nutritionist may be considering assignment of the risk "overweight". What other assessment should be done to better understand possible contributors to this finding?</p> <p>Select the best answer.</p> <p>A. Caregiver attitudes</p>	<p>Time to test your knowledge....</p> <p>Based on Angie's current age, weight, and height, the nutritionist may be considering assignment of the risk "overweight". What other assessment should be done to better understand possible contributors to this finding?</p> <p>Select the best answer.</p> <p>A. Caregiver attitudes regarding Angie's eating habits.</p> <p>B. Biological parent's BMI</p>		<p>Multiple Choice: D</p>



Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
			<p>regarding Angie's eating habits.</p> <p>B. Biological parent's BMI</p> <p>C. Presence of medical conditions that may affect growth</p> <p>D. All of the above should be clarified.</p>	<p>C. Presence of medical conditions that may affect growth</p> <p>D. All of the above should be clarified.</p> <p>(correct answer: D). Excellent job. All of these have the potential to influence weight. Caregiver attitudes represent the Environmental category, the parent's BMI and the presence of medical conditions represent factors from the Clinical category. Remember assessment is not complete until all of the assessment categories (ABCDEO) have been explored to better understand WHY might be overweight.</p> <p>(incorrect). Not quite... All of these have the potential to influence weight. Caregiver attitudes represent the Environmental category, the parent's BMI and the presence of medical conditions represent factors from the Clinical category. Remember assessment is not complete until all of the assessment categories (ABCDEO) have been explored to better understand WHY might be overweight.</p>		
48	6008	Practice Exercise	Moved question that was here			
49	6009	Practice Exercise	<p>Which of the following BCDEO factors is most likely to affect a 2 year old child's growth pattern?</p> <p>Select the best answer.</p> <p>A. Low hemoglobin</p> <p>B. History of type 2 diabetes</p> <p>C. Dislikes green vegetables</p> <p>D. Attends daycare 4 days per week</p> <p>E. Has not yet been to the dentist</p>	<p>You are doing great. Let's try one more question!</p> <p>Which of the following BCDEO factors is most likely to affect a 2 year old child's growth pattern?</p> <p>Select the best answer.</p> <p>a. Low hemoglobin</p> <p>b. History of type 2 diabetes</p> <p>c. Dislikes green vegetables</p> <p>d. Attends daycare 4 days per week</p> <p>e. Has not yet been to the dentist, or</p> <p>f. Need more information to make a</p>		Multiple Choice: F

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			F. Need more information to make a determination	determination  (letter F) – Good job! Answer F is indeed the answer. We need more information to make a determination and the more pieces of the puzzle the better.  (incorrect) – No, not quite – better go back and review! Answer F is the correct answer. We need more information to make a determination and the more pieces of the puzzle the better.		
50	6010	Applying The VENA Process:	<p>VENA Can Be Thought of As:</p> <ul style="list-style-type: none"> <li>▪ Process</li> <li>▪ Competencies</li> <li>▪ Categories</li> </ul>	Remember, the VENA assessment is a process. For the process to be successful, essential staff competencies are needed to collect information about the ABCDEO categories. Effective communication is an essential staff competency in the collection of information.	6010a graphic: puzzle from intro to Vena module	
51	6011	Applying The VENA Process: Case Study Video	<p>Example of Staff Competency:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills to COLLECT Information</li> </ul>	As you watch the following short video, pay attention to staff interactions with Angie and her mom. It begins after Angie's Anthropometric measurements have been taken. Look for evidence of rapport building; body language; and tone of voice.  Click play to begin. Once the video has finished you can watch it again by clicking replay or you can click the next button to continue.  SHOW VIDEO Clip V1	V1 (blue shade on VENA Video Script)  Pop – up: Information obtained in this appointment (3 yo):  Mom's attitude regarding Angie's growth (doesn't show much concern).  Mom is concerned with Angie's picky eating habits.	Screen doesn't auto advance.  Instructions should show up on screen at the end:  Click the 'Next' button to continue.
52	6012	Applying The VENA Process: Communication	<p>Communication Skills to Collect Information:</p> <ul style="list-style-type: none"> <li>▪ Build rapport</li> </ul>	Did you see staff building rapport with Angie's mom? This is essential in making Angie's mom feel comfortable enough with staff to give her	6012a graphic: photo of staff talking with Angie's mother	

Page	Screen Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
53	6013 Applying The VENA Process: Communication	<p><b>Did you see staff building rapport with Angie's mom?</b></p> <p>Communication Skills to Collect Information:</p> <ul style="list-style-type: none"> <li>▪ Build rapport</li> <li>▪ Listen to caregiver's concerns</li> </ul> <p><b>Did staff assess mom's attitude regarding Angie's growth before discussing the growth chart?</b></p>	<p>information throughout the appointment.</p> <p>Did staff assess mom's attitude regarding Angie's growth before discussing the growth chart? This is important too! A child's weight may be a sensitive area for some parents, and the last thing you want to do is make the parent feel defensive when discussing this topic. Did you notice that staff discussed Angie's growth patterns versus the most recent height and weight? This is important because growth needs to be interpreted over time versus a single point in time.</p>	<p>6013a graphic: photo of staff talking with Angie's mother</p>	<p>Highlight the new bullet point(s) as it is introduced on this frame, and the next frame</p>
54	6014 Applying The VENA Process: Communication	<p>Communication Skills to Collect Information:</p> <ul style="list-style-type: none"> <li>▪ Build rapport</li> <li>▪ Listen to caregiver's concerns</li> <li>▪ Attend to body language</li> <li>▪ Attend to &amp; use a good tone of voice</li> </ul> <p><b>Did you notice the staff's body language and tone of voice?</b></p>	<p>And finally, did you pick up on staff's body language and tone of voice? Staff was compassionate and friendly, and her body language conveyed comfort with Angie's mom. All of these affect how receptive a caregiver will be to both giving and receiving information during their appointments. In addition, these insights will be important to consider as we explore other assessment categories during the appointment.</p>	<p>6014a graphic: photo of staff talking with Angie's mother</p>	
55	6015 Practice Exercise	<p>Which of the following rapport building technique(s) exhibited by the WIC staff member were most important to help the participant to feel comfortable continuing to talk about Angie's overweight? (we need to rephrase this?)</p> <p>A. The tone of voice when the staff person replied, "Do you mean big as in tall?"</p>	<p>Recall the video that you just watched. Thinking about this portion of the conversation:  In the past you've said that you weren't really concerned with her weight. Is that still true?  P: Well, only because her dad and I are really big. So, I just figured she'd be the same way.  C: Do you mean "big" as in "tall?"</p>	<p>Show photo of mom and wic staff sitting and talking, make sure this is the same shot as the video</p>	<p>Multiple Choice: A</p>

<p><b>56</b>    <b>6016</b></p>	<p>Applying The VENA Process: Clarify Information</p>	<p>What value did good communication skills contribute to this assessment?</p> <ul style="list-style-type: none"> <li>▪ Identified Mom's feelings regarding Angie's growth</li> <li>▪ Put Mom at ease to open up discussions</li> </ul>	<p><b>B.</b> Discontinuing eye contact with the participant so they did not feel scrutinized</p> <p><b>C.</b> Tilting her head &amp; leaning back</p> <p><b>D.</b> Beginning to look at the notes on the Anthropometric measures &amp; at the growth chart</p> <p><b>P:</b> Well, heavy too.</p> <p><b>C:</b> Mm-hmm.</p> <p>Which of the following rapport building technique(s) exhibited by the WIC staff member were most important to help the participant to feel comfortable continuing to talk about Angie's overweight?</p> <p>"a" .... The tone of voice when the staff person replied, "Do you mean big as in tall?"</p> <p>"b" .... Discontinuing eye contact with the participant so they did not feel scrutinized</p> <p>"c" .... Tilting her head and leaning back.</p> <p>"d" .... Beginning to look at the notes on the Anthropometric measures and at the growth chart.</p> <p>(letter A) – Good job knowing the correct answer is A! Although all aspects of verbal and nonverbal communication may influence the exchange of information between two people, in this case the WAY that the WIC staff person asked the question – both in phrasing and tone of voice - likely had the greatest impact on Angie's mom's comfort level to describe how she was defining the word "big". Any actions to move away from or disconnect with the participant would not encourage sharing of information.</p> <p>(Incorrect B, C, or D) – No, not quite – better go back and review, the correct answer is A. Although all aspects of verbal and nonverbal communication may influence the exchange of information between two people, in this case the WAY that the WIC staff person asked the question – both in phrasing and tone of voice - likely had the greatest impact on Angie's mom's comfort level to describe how she was defining the word "big". Any actions to move away from or disconnect with the participant would not encourage sharing of information.</p>	<p><b>6016a graphic:</b> photo of staff talking with Angie's mother</p>	
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<p><b>57</b></p>	<p><b>6017</b></p>	<p>Applying The VENA Process: Case Study Video</p>	<p>Example of Staff Competency:</p> <ul style="list-style-type: none"> <li>Communication Skills to CLARIFY Information</li> </ul>	<p>conversation with Angie's mom and helped open up discussion regarding Angie's weight. Always remember, in order for you to bring the steps of VENA to life, you need to use effective communication. Communication is one of the essential VENA staff competencies.</p> <p>Let's keep watching to see how the appointment progresses! As you watch, focus on how communication skills are essential for clarifying information during the assessment process.</p> <p>Clarifying information is important to make sure the WIC nutritionist fully understands what Angie's Mom means, and also brings to light any misconceptions that Angie's Mom may have.</p> <p>Click play to begin. Once the video has finished you can watch it again by clicking replay or you can click the next button to continue.</p> <p>SHOW VIDEO Clip V2</p>	<p>V2 (Pink shade on VENA Video Script)</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p><i>Click the 'Next' button to continue.</i></p> <p>Video Shoot Notes:                  Staff picks up on mom's frustration (mom appears tense, facial expression changes, body posture) regarding eating habits and defensiveness about child's weight (due to family hx overweight, grandma primary caregiver, WIC staff judgments, etc.).</p> <p>Staff recognizes that frustration exists and this is a guide for staff as they discuss growth patterns with Angie's mom. Staff also does not assume that mom should be overly concerned with Angie's weight.</p> <p>Open-ended questioning:</p>
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58	6018	<p>Applying The VENA Process: Clarify Information</p>	<p>Communication Skills to Clarify Information:</p> <ul style="list-style-type: none"> <li>▪ Assess mom's attitude regarding Angie's growth</li> <li>▪ Focus on Angie's pattern of growth vs. one measurement</li> <li>▪ Keep an open mind                             <ul style="list-style-type: none"> <li>▪ Avoid assumptions</li> <li>▪ Avoid being judgmental</li> <li>▪ Avoid premature conclusions</li> </ul> </li> </ul>	<p>Throughout the appointment, staff kept an open mind. Through shared dialogue with the participant, the staff member is able to use their expertise to decide what areas to probe further without stopping along the way to provide education before all necessary information is gathered.</p> <p>As Angie's mom was providing information, did you notice that staff avoided making immediate assumptions about the family? Staff avoided being judgmental and making any premature conclusions about Angie. Staff also avoided allowing the appointment to get off track by not addressing the complaint about other staff members that Angie's mom voiced.</p> <p>By differentiating between "need to know" and "nice to know" information, the staff member is able to clarify with the participant what has or what will influence changes in Angie's Anthropometric measures.</p> <p>Staff gains a sense of Mom's perspective on things that have worked for Angie. Critically thinking about the information that has been collected can generate ideas for potential education and recommendations once the assessment is</p>	<p><b>6018a photo:</b> Show photo of staff talking with Angie's mother</p> <p><b>6018b text graphic (place in rectangular box):</b> Mom is feeling confused because of mixed messages about Angie's weight.</p> <p><b>6018c photo:</b> Show photo of staff talking with Angie's mother</p> <p><b>6018d text graphic (place in rectangular box):</b> Improved effort by grandma to take Angie to the park more often for physical activity.</p> <p><b>6018e photo:</b> Show photo of staff talking with Angie's mother</p> <p><b>6018f text graphic (place in rectangular box):</b> Angie appears to be "growing into her weight".</p>	<p>emphasizes staff is non-judgmental, and is keeping an open mind.</p>

59	6019	<p>Practice Exercise</p> <p>Which of the following "question phrases" is least effective to invite the participant to CLARIFY information?</p> <p>A. Does Angie.....?          B. When has Angie.....?          C. How does Angie.....?          D. What about Angie's.....?          E. Where does Angie.....?          F. All are equally effective</p>	<p>complete.</p> <p>One of the most challenging roles of the WIC Staff member is to encourage the participant or caregiver to provide relevant information during the assessment process.</p> <p>Which of the following "question phrases" is least effective to invite the participant to CLARIFY information?</p> <p>Select the best answer.</p> <p>"a" ..... Does Angie.....?          "b" ..... When has Angie.....?          "c" ..... How does Angie.....?          "d" ..... What about Angie's.....?          "e" ..... Where does Angie.....?          "f" ..... All are equally effective</p> <p>(letter A) – Good job knowing the correct answer is A. Open-ended questions are the best way to clarify information. Open-ended questions allow the participant or caregiver to elaborate and provide information that can enable the WIC staff person to critically think about what factors are influencing the Anthropometric measures. Using the question "Does" likely will result in a "yes/no" answer rather than descriptive information.</p> <p>(Incorrect B, C, or D) – No, not quite – better go back and review, the correct answer is A. Open-ended questions are the best way to clarify information. Open-ended questions allow the participant or caregiver to elaborate and provide information that can enable the WIC staff person to critically think about what factors are influencing the Anthropometric measures. Using the question "Does" likely will result in a "yes/no" answer rather than descriptive information.</p>	Multiple Choice: A
60	6020	<p>Practice Exercise</p> <p>How does the nutritionist use critical thinking skills to stay focused on Anthropometric</p>	<p>As shown, the nutritionist actively processes the new information in the Collect and Clarify Steps. She decides what is relevant and when to address</p>	Multiple Choice: A

<p>assessment and address Mom's concerns and confusion?</p> <p>A. Establishes connections between changes Mom has made since the last appointment and Angie's growth pattern.</p> <p>B. Provides education on the pros and cons of dieting and children.</p> <p>C. Probes further about what the doctor is saying about Angie's weight.</p> <p>D. Reinforces Angie's weight loss since the last appointment as an outcome of being a picky eater.</p>	<p>some concerns Angie's mom is expressing. To accomplish this, critical thinking skills are a must!</p> <p>Recall at the beginning of the video, Mom is confused about the disconnect between hearing from WIC that Angie is too heavy and not getting the same message from her doctor. She is aware from the news there is an obesity crises. Mom says to the nutritionist... "to me, I still worry that she doesn't eat enough because she's so darn picky!"</p> <p>How does the nutritionist use critical thinking skills to stay focused on Anthropometric assessment and address Mom's concerns and confusion?</p> <p>A. Establishes connections between changes Mom has made since the last appointment and Angie's growth pattern.</p> <p>B. Provides education on the pros and cons of dieting and children.</p> <p>C. Probes further about what the doctor is saying about Angie's weight.</p> <p>D. Reinforces Angie's weight loss since the last appointment as an outcome of being a picky eater.</p> <p>(letter A) – Good job knowing the correct answer is A. Making connections displays critical thinking. Explaining how Mom's changes have impacted Angie's growth positively. This helps Mom focus on what she can do and what is important for Angie.</p> <p>(incorrect B, C, or D) – No, not quite – better go</p>		
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61	6021 Applying The VENA Process: Critical Thinking	Communication and critical thinking skills are essential for collecting and clarifying information.	<p>back and review, the correct answer is A. Making connections displays critical thinking. Explaining how Mom's changes have impacted Angie's growth positively. This helps Mom focus on what she can do and what is important for Angie.</p> <p>"B" is not a good choice because, the assessment is not yet complete and it is too early to provide education. "C" describes information that is not needed at this time. "D" is incorrect we still need to explore other areas. So far Angie's "picky eating" (and why Mom feels this way) is not well understood.</p> <p>Let's take a minute to note the new pieces of information that were obtained because the staff member was responsive to mom's cues. To accomplish this, both communication and critical thinking skills were used to clarify the information. Communication and critical thinking are both essential VENA staff competencies.</p>	6020:  "Stamp" the word communication & critical thinking across the slide text when the narrator says "Communication..." (think rubber stamp) – let's discuss this, instead perhaps the words go over a photo of a staff member speaking with a participant.	
62	6022 Applying The VENA Process: Critical Thinking	Critical Thinking skills as they apply to the VENA process: <ul style="list-style-type: none"> <li>Use critical thinking skills to move towards identifying related issues &amp; assigning risk</li> </ul>	<p>Critical thinking skills are important so that the WIC staff member can effectively use the appointment time to collect and clarify assessment information. By doing so, the WIC staff member can work together with the participant to make the best decisions about appropriate nutrition services.</p> <p>Up to this point, the staff member has a better sense of Angie's mom's feelings, but we still don't know what Angie is eating and when she is eating it. This information will be useful to identify what may be contributing to the changes in Angie's growth pattern.</p>	6021a graphic: use the brain and Cog wheels turning/photo from intro to VENA module  6021b photo: show WIC staff 'deep in thought or appearing to think critically"	

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63	6023	Applying The VENA Process:	<p>Applying The VENA Process:</p> <p>Staff competencies are:</p> <ul style="list-style-type: none"> <li>• Collect</li> <li>• Accurate measurements</li> <li>• Clarify</li> <li>• Good communication skills and critical thinking</li> </ul>	<p>In the Dietary Module, we'll continue to follow this appointment to explore the dietary components and how they relate to the assessment.</p> <p>By watching the video clips, you have seen examples of staff competencies that are essential to various steps of the VENA process. The video clips emphasize the use of essential staff competencies to collect and clarify information and identify related issues. Now the staff member has new information to help complete the puzzle.</p>	<p>6023a animated graphic.</p> <p>ABCDEO puzzle with steps of the VENA process with key words from the essential staff competencies (check visual assets from the intro module for those images)</p> <p>Highlight the first 3 steps of the process.</p> <p>–Shirley and Neal will review these graphics from the VENA module</p>	
64	6024	Applying The VENA Process: Assign Risks	<p>Case Study – Pieces of Puzzle:</p> <ul style="list-style-type: none"> <li>• BMI has dropped</li> <li>• Weight for age has dropped</li> <li>• Height for age has remained stable</li> <li>• Hemoglobin has improved</li> <li>• Fluid intake has been reduced</li> <li>• Physical activity has increased</li> </ul>	<p>Let's review the pieces of the puzzle that we've identified that can be used to work towards completing the assessment and assigning risk(s).</p> <p>Can you see how these pieces of information may be interrelated? Notice that we are still missing the dietary component of the assessment. We've identified that Angie's mom is concerned with her picky eating, and that she's made some positive changes regarding fluid intake and iron-rich foods. But, we don't have nearly enough dietary information to finish this assessment.</p>	<p>6023a animated graphic: show the 3 year old folder and move screen text into it.</p>	<p>Neal will discuss this concept with a Flash Developer and designer – Ryan P.</p>
65	6025	Applying The VENA Process: Documentation	<p>Case Study – Anthropometric Documentation for Angie</p> <ul style="list-style-type: none"> <li>• What essential pieces of Anthropometric assessment should be included?</li> <li>• Is the reason why risks are assigned described?</li> <li>• Is a care plan specified for</li> </ul>	<p>Now it's time to begin thinking about what to include in the documentation piece for this appointment. Keep in mind; the main purpose for documentation is to communicate information that will be helpful for understanding why decisions are</p>	<p>6021a photo: show WIC staff 'deep in thought or appearing to think critically" while sitting in front of computer</p>	

		<p>follow up at the next appointment?</p>	<p>made and what to cover at the next appointment.</p> <p>Remember, we still need to finish the dietary assessment for Angie. Based on the appointment so far, you'll want to capture the following information: new height/weight/BMI values; description of mom's feelings about Angie's growth; possible influences on "why" Anthropometric values are what they are; suggestions to track and/or improve Anthropometric measures; education and referrals provided; and any goals that have been set. A good assessment and one that is well-documented should set the stage for nutrition services that are tailored to the participant's needs. Good documentation should also set the stage for the next appointment.</p>	<p>6025b photo: Staff member typing at computer</p>	
<p>66</p>	<p>Applying The VENA Process: Follow-up</p>	<p>Case Study:</p> <ul style="list-style-type: none"> <li>▪ Follow-up is the transitional step between WIC visits</li> <li>▪ Continuity of Care</li> </ul> <p>Better Assessment = Better Services</p> <p>Better Services = Better Outcomes</p>	<p>Follow-up is the transitional step between WIC visits. Think about follow-up as closing one loop and opening another. When documentation includes what needs to be addressed at the follow-up appointment, it is much easier for the next WIC staff member to pick up from the previous appointment.</p>	<p>6027a we need to discuss a possible photo of graphic - arrows forming a closed circle - from VENA?</p>	<p>Follow up closes the loop. Think of the assessment process as a circle. Follow-up has to occur at the end of one assessment process, but also is the starting point for the next appointment. Use language from the VENA guidance related to Follow-up being the transitional step between visits (p. 18 of the VENA guidance) Refer back to the intro module for the better equations.</p> <p>Shirley will send graphic from VENA guidance - pg. 18</p>
<p>67</p>	<p>Applying The VENA Process: Summary</p>	<p>Angie Today</p> <p>Success is moving toward optimal growth and development</p>	<p>Look at Angie now! She's a healthy and happy 3 1/2 year old! Her BMI is progressing in a desirable direction. We still have more assessment categories to explore but for Anthropometrics she</p>	<p>6028a photo: Show photo of staff talking with Angie's mother, with Angie standing closely near them</p>	

			is considered a “success story” here at WIC because we’ve provided her and her family with services that have helped her work towards achieving “optimal growth and development”. Angie’s mom has a clear understanding of Angie’s growth pattern and how it’s changing for the better. The family recognizes the important role WIC has played in supporting their efforts to help Angie achieve a healthier weight. We will continue to explore Angie’s road to success in the Dietary Assessment module.	
<b>Summary</b>				
<b>68</b>	<b>7001</b>	Summary	Anthropometric Data Is Used to: <ul style="list-style-type: none"> <li>▪ Monitor growth</li> <li>▪ Achieve health outcomes</li> </ul>	Let’s review the major points of this module.  Anthropometric data is an important component of a WIC nutrition assessment. Monitoring growth is something that WIC does very well because we see our participants at regular intervals during rapid periods of growth and development. Using the health outcomes-based approach to WIC nutrition assessment, an example for a pregnant woman is to deliver a full-term, healthy weight baby. WIC helps participants strive to reach this goal by collecting and monitoring Anthropometric data such as pre-pregnancy BMI and prenatal weight gain.
				Needs visual asset(s) – pull from photos used in sections
<b>69</b>	<b>7002</b>	Summary	Anthropometric Data: <ul style="list-style-type: none"> <li>▪ One “piece of the puzzle”</li> <li>▪ Consider with other categories (B, C, D, E &amp; O)</li> </ul>	Anthropometrics plays an important role in VENA. Remember, Anthropometric data is only one piece of the puzzle. Instead of interpreting Anthropometric data as “stand-alone” values, it should be integrated with information from the other assessment categories (B, C, D, E and O) to
				Needs visual asset(s) – pull from photos used in sections

Title: ANTHRO – Module #2		Version July 20, 2010 – IUP/WIC				
Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
70	7003	Summary	<p>Components Anthropometric Assessment:</p> <ul style="list-style-type: none"> <li>▪ Standing height</li> <li>▪ Recumbent length</li> <li>▪ Weight</li> <li>▪ Head Circumference</li> <li>▪ Tools – BMI values, Prenatal weight gain grids, growth percentiles</li> </ul>	<p>form a complete picture of the WIC participant.</p> <p>The components of Anthropometric assessment include: standing heights, recumbent lengths, weights, and head circumference. BMI values, prenatal weight gain grids, and growth percentiles for infants and children are also used as part of Anthropometric assessment. It's vital that proper technique is used correctly and consistently when Anthropometric measurements are performed. Common sources of error include improper use of equipment; poor technique; and inaccurate data entry.</p>	<p>Needs visual asset(s) – pull from photos used in sections</p>	
71	7004	Summary	<p>Five Steps VENA:</p> <ol style="list-style-type: none"> <li>1. Collect</li> <li>2. Clarify</li> <li>3. Identify risks</li> <li>4. Document</li> <li>5. Follow-up</li> </ol> <p>Six Staff Competencies:</p> <ol style="list-style-type: none"> <li>1. Lifecycle Knowledge</li> <li>2. WIC Nutrition Assessment</li> <li>3. Multicultural Awareness</li> <li>4. Communication</li> <li>5. Critical Thinking</li> </ol>	<p>The five steps of performing VENA are: collect information; clarify information; identify pertinent risks; document the assessment; and follow-up. The six staff competencies are applied when collecting and interpreting Anthropometric data. These include: lifecycle nutrition knowledge; knowledge of the WIC nutrition assessment process; multicultural awareness; communication skills; and critical thinking.</p>	<p>Needs visual asset(s) – pull from photos used in sections</p>	
72	7005	Summary	<p>Case Study: Angie</p> <ul style="list-style-type: none"> <li>▪ Review: initial certification</li> <li>▪ Review: follow-up</li> <li>▪ Recertification appointment</li> </ul>	<p>In this module, we introduced our case study example – Angie. We've reviewed Angie's initial certification and follow-up documentation. At this point, we're halfway through her current recertification appointment. So far, we've collected new Anthropometric and biochemical data. Angie's growth has been discussed with her mom. We've identified some priority areas that need to be addressed in the dietary module, such as picky eating. We can complete Angie's assessment once information has been obtained from the rest of the</p>	<p>Needs visual asset(s) – pull from photos used in sections</p>	

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
73	7006	Summary	Screen text	<p>categories – D, E and O.</p> <p>This concludes the Anthropometric assessment module.</p> <p>Thank learner</p> <p>Mention Key points document</p>	<p>Needs visual asset(s) – pull from photos used in sections</p>	<p>Link to document information should be included in the Key Points Document:</p> <p>The broad health outcome expectations are....</p> <ul style="list-style-type: none"> <li>• For pregnant women – Delivers a healthy, full-term infant while maintaining optimal health status.</li> <li>• Post-Partum/Breastfeeding – Achieves optimal health during the childbearing years and reduces the risk of chronic diseases.</li> <li>• Infants – Achieves optimal growth and development in a nurturing environment and develops a foundation for healthy eating practices.</li> <li>• Children – Achieves optimal growth and development in a nurturing environment and begins to acquire dietary and lifestyle habits associated with a lifetime of good health.</li> </ul> <p>Comment: Include this language in the Key Points document as examples of other common errors that occur during the course of assessing Anthropometric data.</p> <p>This isn't the only source of error in Anthropometric assessment mistakes. We probably have more issues of not knowing what typical growth patterns are supposed to be or what are</p>

the recommended levels of weight gain for prenatal women. Or missing blatant red flags such as knowing when to pay attention to changes on a growth grid; changes across 2 percentile troughs; early adiposity rebound; normal infant weight loss and weight gain, etc.

(Shirley will create and provide this document contact Casey)

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
74	A00	Evaluation	<p>This evaluation contains two types of questions:</p> <ul style="list-style-type: none"> <li>▪ True/False</li> <li>▪ Multiple choice</li> </ul> <p>There are 12 questions.</p> <p><b>There should be a maximum of 12 evaluation questions</b></p>	<p>This is your chance to show what you've learned.</p> <p>This evaluation contains two types of questions:</p> <ul style="list-style-type: none"> <li>▪ True/False, and</li> <li>▪ Multiple choice</li> </ul> <p>There are 12 questions.</p> <p>Please follow the instructions for each of the questions. When you finish, your score will be presented to you.</p> <p>Good Luck!</p>	<p>Question marks randomly appearing on screen.</p>	<p>Evaluation consists of 12 questions that use multiple choice and true/false</p> <p>Questions will not need to provide any feedback.</p> <p>80% is passing score</p>
75	A01	Evaluation	<p>Anthropometric measurements are important in WIC for all of the following reasons EXCEPT. Select the best answer.</p> <ul style="list-style-type: none"> <li>A. To monitor growth</li> <li>B. To assess nutrition status</li> <li>C. To determine WIC eligibility</li> <li>D. To refer participants to weight management programs</li> </ul>	<p>Anthropometric measurements are important in WIC for all of the following reasons EXCEPT. Select the best answer.</p> <ul style="list-style-type: none"> <li>A. To monitor growth</li> <li>B. To assess nutrition status</li> <li>C. To determine WIC eligibility</li> <li>D. To refer participants to weight management programs</li> </ul>		<p>Correct Answer: D</p>
76	A02	Evaluation	<p>For the health-outcome expectation that a breastfeeding woman "achieves optimal health during the childbearing years and reduces the risk of chronic diseases", what anthropometric-related health determinant would best support this health outcome? Select the best answer.</p> <ul style="list-style-type: none"> <li>A. Avoid alcohol, tobacco, and illegal drugs</li> <li>B. Achieve desirable postpartum weight or BMI</li> <li>C. Receive ongoing preventive healthcare</li> <li>D. Breastfeeding infant successfully</li> </ul>	<p>For the health-outcome expectation that a breastfeeding woman "achieves optimal health during the childbearing years and reduces the risk of chronic diseases", what anthropometric-related health determinant would best support this health outcome? Select the best answer.</p> <ul style="list-style-type: none"> <li>A. Avoid alcohol, tobacco, and illegal drugs</li> <li>B. Achieve desirable postpartum weight or BMI</li> <li>C. Receive ongoing preventive healthcare</li> <li>D. Breastfeeding infant successfully</li> </ul>		<p>Correct Answer: B</p>



Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
77	A03	Evaluation	<p>VENA recognizes that anthropometrics is:</p> <p>A. The most important assessment category to consider</p> <p>B. Just one piece of the puzzle.</p> <p>C. A stand-alone measure that paints an accurate picture about a participant.</p> <p>D. Is often the only piece of assessment information needed to assign a risk code</p>	<p>VENA recognizes that anthropometrics is:</p> <p>A. The most important assessment category to consider</p> <p>B. Just one piece of the puzzle.</p> <p>C. A stand-alone measure that paints an accurate picture about a participant.</p> <p>D. Is often the only piece of assessment information needed to assign a risk code</p>		Correct Answer: B
78	A04	Evaluation	<p>After determining that a breastfeeding woman is underweight using current height and weight for the BMI calculation, what other areas should staff consider as they conduct the assessment?</p> <p>A. Pregravid weight or BMI</p> <p>B. Appetite and dietary intake</p> <p>C. Support system at home</p> <p>D. Physical activity</p> <p>E. All of the above</p>	<p>After determining that a breastfeeding woman is underweight using current height and weight for the BMI calculation, what other areas should staff consider as they conduct the assessment?</p> <p>A. Pregravid weight or BMI</p> <p>B. Appetite and dietary intake</p> <p>C. Support system at home</p> <p>D. Physical activity</p> <p>E. All of the above</p>		Correct Answer: E
79	A05	Evaluation	<p>All of the following are important reasons to learn and consistently use proper techniques to collect Anthropometric measures EXCEPT:</p> <p>A. A small measurement error can result in large errors</p> <p>B. Measurement influences eligibility determination</p> <p>C. Quality nutrition services including nutrition education cannot be provided to the participant without accurate assessment as a foundation</p> <p>D. Anthropometric measures do not influence other BCDEO assessments</p>	<p>All of the following are important reasons to learn and consistently use proper techniques to collect Anthropometric measures EXCEPT:</p> <p>A. A small measurement error can result in large errors</p> <p>B. Measurement influences eligibility determination</p> <p>C. Quality nutrition services including nutrition education cannot be provided to the participant without accurate assessment as a foundation</p> <p>D. Anthropometric measures do not influence other BCDEO assessments</p>		Correct Answer: D

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Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
80	A06	Evaluation	<p>to the participant without accurate assessment as a foundation</p> <p>D. Anthropometric measures do not influence other BCDEO assessments</p> <p>Using a scale that has not been properly calibrated or “set to zero” before taking a weight measurement is an example of a _____ error in Anthropometrics. Select the answer that best completes the sentence.</p> <p>A. Data entry Error B. Equipment Error C. Technique Error D. Percentile Error</p>	<p>Using a scale that has not been properly calibrated or “set to zero” before taking a weight measurement is an example of a _____ error in Anthropometrics. Select the answer that best completes the sentence.</p> <p>A. Data entry Error B. Equipment Error C. Technique Error D. Percentile Error</p>		Correct Answer: B
81	A07	Evaluation	<p>Recording information so that there is data over multiple points in time that can be used for monitoring growth and is supportive of continuity of care represents _____ of VENA. Select the answer that best completes this sentence.</p> <p>A. Step 1: Collect Relevant Information B. Step 2: Clarify Information C. Step 3: Identify pertinent risks and related issues D. Step 4: Document E. Step 5: Follow-up</p>	<p>Recording information so that there is data over multiple points in time that can be used for monitoring growth and is supportive of continuity of care represents _____ of VENA. Select the answer that best completes this sentence.</p> <p>A. Step 1: Collect Relevant Information B. Step 2: Clarify Information C. Step 3: Identify pertinent risks and related issues D. Step 4: Document E. Step 5: Follow-up</p>		Correct Answer: D
82	A08	Evaluation	<p>Recognizing the impact of frequency and duration of feedings as factors that influence the pattern of weight gain seen on the growth chart is an example of staff competency in the area of: _____ Select the answer that best completes this sentence.</p> <p>A. Lifecycle Nutrition B. Anthropometric Assessment</p>	<p>Recognizing the impact of frequency and duration of feedings as factors that influence the pattern of weight gain seen on the growth chart is an example of staff competency in the area of: _____ Select the answer that best completes this sentence.</p> <p>A. Lifecycle Nutrition B. Anthropometric Assessment</p>		Correct Answer: A

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83	A09	Evaluation	<p>completes this sentence.</p> <p>A. Lifecycle Nutrition</p> <p>B. Anthropometric Assessment</p> <p>C. Multicultural Awareness</p> <p>D. Communication Skills</p> <p>E. Critical Thinking Skills</p>	<p>C. Multicultural Awareness</p> <p>D. Communication Skills</p> <p>E. Critical Thinking Skills</p>		
84	A10	Evaluation	<p>Which of the following BCDEO factors is most likely to affect a 3 year old child's growth pattern?</p> <p>Select the best answer.</p> <p>A. Low hemoglobin</p> <p>B. Family history of type 2 diabetes</p> <p>C. Dislikes green vegetables</p> <p>D. Attends daycare 4 days per week</p> <p>E. Has not yet been to the dentist</p> <p>F. Need more information to make a determination</p>	<p>Which of the following BCDEO factors is most likely to affect a 3 year old child's growth pattern? Select the best answer.</p> <p>A. Low hemoglobin</p> <p>B. Family history of type 2 diabetes</p> <p>C. Dislikes green vegetables</p> <p>D. Attends daycare 4 days per week</p> <p>E. Has not yet been to the dentist</p> <p>F. Need more information to make a determination</p>		Correct Answer: F
84	A10	Evaluation	<p>By explaining the growth chart of an overweight child who is making progress to the caregiver by saying, "As you can see here, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off... The changes you have made are helping her to "grow into her weight," the nutritionist communication approach is effective in maintaining rapport with Mom because it _____.</p> <p>A. Focuses on the positive rather than the negative.</p> <p>B. Links assessment information to the participant's individual concerns</p> <p>C. Avoids being judgmental or punitive</p> <p>D. Connects changes the caregiver reports they have made to participant outcomes</p> <p>E. All of the Above</p>	<p>By explaining the growth chart of an overweight child who is making progress to the caregiver by saying, "As you can see here, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off... The changes you have made are helping her to "grow into her weight," the nutritionist communication approach is effective in maintaining rapport with Mom because it _____.</p> <p>A. Focuses on the positive rather than the negative.</p> <p>B. Links assessment information to the participant's individual concerns</p> <p>C. Avoids being judgmental or punitive</p> <p>D. Connects changes the caregiver reports they have made to participant outcomes</p> <p>E. All of the Above</p>		Correct Answer: E

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85	A11	Evaluation	judgmental or punitive caregiver reports they have made to participant outcomes E. All of the Above	An important part of Step 2: Clarify information in the VENA process is to communicate in such a way as to engage the participant/caregiver so that concerns can be identified and explored. What is an important communication technique that the nutritionist should use in response to Mom's statement, "To me, I still worry that she doesn't eat enough because she's so darn picky!" A. Ask open-ended questions to better understand why Mom feels her child is a "picky" eater B. Agree with Mom that the child is picky and then brainstorm ways to deal with it C. Politely disagree with Mom and explain that it is unlikely that the child is picky since she is overweight. D. Reassure Mom that it is normal for children her age to be picky eaters.	An important part of Step 2: Clarify information in the VENA process is to communicate in such a way as to engage the participant/caregiver so that concerns can be identified and explored. What is an important communication technique that the nutritionist should use in response to Mom's statement, "To me, I still worry that she doesn't eat enough because she's so darn picky!" A. Ask open-ended questions to better understand why Mom feels her child is a "picky" eater B. Agree with Mom that the child is picky and then brainstorm ways to deal with it C. Politely disagree with Mom and explain that it is unlikely that the child is picky since she is overweight. D. Reassure Mom that it is normal for children her age to be picky eaters.					Correct Answer: A			
86	A12	Evaluation	True or False. The WIC nutrition assessment focuses on a positive approach based on desired health outcomes. A. True B. False	True or False. The WIC nutrition assessment focuses on a positive approach based on desired health outcomes. A. True B. False	True or False. The WIC nutrition assessment focuses on a positive approach based on desired health outcomes. A. True B. False					Correct Answer: A			
87	7001	Conclusion	Your score is _____:	This concludes the Evaluation.							Users score should appear in dynamic text in the center		

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Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions of the screen.
				Thank you for your attention and your hard work throughout this program!  Needs transition to the next module or how to proceed?		
88	7002	Conclusion	Congratulations! ■ Passing score will be stored in the Learning Management System	Congratulations—Your passing score will be stored in the Learning Management System.		PASS: Play this slide
89	7003	Conclusion	Sorry ■ You did not achieve passing score	I'm sorry, but you didn't achieve a passing score on the Evaluation. Please review the program again and attempt the Evaluation.		Text build keyed to audio FAIL: Play this slide Text build keyed to audio
90	7004					Credits

Course Style Guide: Grammar, Language, Capitalization, Spelling, Punctuation, Bulleted Items, List Items

Screen with title and sentence

Screen with title and bulleted items

Words that must always be capitalized in screen text and graphics

Acronyms

Special word usage (spelling that is unusual)

Pronunciation Guide: (client's phone number - office: cell: )

## Anthropometric Module – Table to Demonstrate Congruence of Objectives and Evaluation Questions

Questions Highlighted in Red were NOT used.

Objective (screen number)	Practice Question	Evaluation Question	Screen Number or Video Number
State the purpose of obtaining Anthropometric data as a component of a WIC assessment (2002)	<p>True or False. The primary purpose of taking accurate anthropometric measurements over time as part of a WIC nutrition assessment is to monitor growth.</p> <p><b>A. True</b></p> <p>B. False</p>	<p>(2006) Anthropometric measurements are important in WIC for all of the following reasons EXCEPT:</p> <p>Select the best answer.</p> <p>A. To monitor growth</p> <p>B. To assess nutrition status</p> <p>C. To determine WIC eligibility</p> <p><b>D. To refer participants to weight management programs</b></p>	1002, 2001, 7001
Describe WIC health outcome expectations as they relate to Anthropometrics (2002)	<p>(2007) WIC's focus is on "health outcome-based WIC nutrition assessment." A health outcome expectation for a pregnant woman is to "Deliver a healthy, full-term infant while maintaining optimal health status." What Anthropometric assessment example would best help the WIC staff to support this health outcome?</p> <p>Select the best answer.</p> <p><b>A. Monitoring maternal weight gain</b></p> <p>B. Identifying a dental health problem &amp; making a referral</p> <p>C. Obtaining an accurate height measurement</p> <p>D. Identifying variety of fruits &amp; vegetables consumed</p>	<p>(2004) For the health-outcome expectation that a breastfeeding woman "achieves optimal health during the childbearing years and reduces the risk of chronic diseases", what anthropometric-related health determinant would best support this health outcome?</p> <p>Select the best answer.</p> <p>A. Avoid alcohol, tobacco, and illegal drugs</p> <p><b>B. Achieve desirable postpartum weight or BMI</b></p> <p>C. Receive ongoing preventive healthcare</p> <p>D. Breastfeeding infant successfully</p> <p>The WIC nutrition assessment focuses on a positive approach based on desired health outcomes.</p> <p>A. True</p> <p>B. False</p>	1002, 2004, 2005, 7001

<p>Describe the role of Anthropometrics in VENA (3002)</p>	<p>(3006) How does VENA help to avoid common mistakes made when doing an Anthropometric Assessment?</p> <p>Select the best answer.</p> <p>A. VENA encourages the use of multiple measures  B. VENA encourages consideration of multiple pieces of the puzzle  C. VENA competencies strengthen staff knowledge &amp; skills  <b>D. All of the above</b></p>	<p>VENA recognizes that anthropometrics is:</p> <p>A. The most important assessment category to consider  <b>B. Just one piece of the puzzle.</b>  C. A stand-alone measure that paints an accurate picture about a participant.  D. Is often the only piece of assessment information needed to assign a risk code</p>	<p>3002,3004, 7002</p>
	<p>(3007) You have just conducted an Anthropometric assessment for a new 3 ½ year old WIC participant. The data you have collected so far indicates that the child's BMI is at the tenth percentile and so he/she is at risk for underweight. All of the following should be included as next steps EXCEPT . . .</p> <p>A. Double-check the data for accuracy  <b>B. Give the mom a flyer about high calorie snacks</b>  C. Ask questions about feeding practices &amp; eating behaviors  D. Determine whether there is a medical condition that needs to be considered</p>	<p>After determining that a breastfeeding woman is underweight using current height and weight for the BMI calculation, what other areas should staff consider as they conduct the assessment?</p> <p>A. Pregravid weight or BMI  B. Appetite and dietary intake  C. Support system at home  D. Physical activity  <b>E. All of the above</b></p>	

<ul style="list-style-type: none"> <li>List the components of an Anthropometric assessment (4002)</li> </ul>	<p>(4008) All of the following are components of Anthropometric assessment for an infant EXCEPT:</p> <p>Select the best answer.</p> <p>A: Weight  <b>B: Height</b>  C: Recumbent Length  D: Head circumference</p>		4003, 7003
<ul style="list-style-type: none"> <li>Describe the importance of using proper technique, both correctly &amp; consistently (4002)</li> </ul>	<p>(4009) Weighing an infant with a wet diaper is an example of a _____ error in Anthropometrics.</p> <p>Select the answer that best completes this sentence.</p> <p>A. Data entry Error  B. Equipment Error  <b>C. Technique Error</b>  D. Calibration Error</p> <p>(6007) Look at picture of height being taken for accuracy. All of the following points in the picture demonstrate good measurement methods except:</p> <p>A. Feet are not together &amp; flat on the floor  B. Head is not against the wall with participant looking forward  C. Shoes are not off  D. Shoulders &amp; back are not slouched</p> <p><i>Need picture before correct answer can be selected.</i></p> <p>Based on the photograph, what error did the WIC staff member make when taking Angie's height measurement?</p> <p>a. Did not have Angie remove shoes  b. Did not have Angie look straight ahead, chin up  c. Did not have Angie put her feet together  d. Did not have Angie's back against the wall</p>	<p>All of the following are important reasons to learn and consistently use proper techniques to collect Anthropometric measures EXCEPT:</p> <p>A. A small measurement error can result in large errors  B. Measurement influences eligibility determination  C. Quality nutrition services including nutrition education cannot provided to the participant without accurate assessment as a foundation  <b>D. Anthropometric measures do not influence other BCDEO assessments</b></p> <p>Effectively using anthropometrics in VENA requires minimizing errors in assessment. A good rule to follow when measuring length, height, and head circumference is to measure twice, or until two measures agree within ____ inch.</p> <p>A. <math>\frac{1}{4}</math>  B. <math>\frac{1}{3}</math>  C. <math>\frac{1}{2}</math>  D. <math>\frac{3}{4}</math></p> <p>Using a scale that has not been properly calibrated or "set to zero" before taking a weight measurement is an example of a _____ error in Anthropometrics.</p> <p>Select the answer that best completes the sentence.</p> <p>A. Data entry Error  <b>B. Equipment Error</b>  C. Technique Error  D. Percentile Error</p>	2003, 3003, 4005, 4006, 7003



	<p>Looking at the growth chart that is provided, select the percentile _____.</p> <p>Looking at the growth chart provided, would this participant be classified as:</p> <p>A. Underweight  B. Normal weight  C. Overweight  D. Unable to determine given the information provided</p> <p>Looking at the pattern of growth shown on the growth chart, what is of concern as you compare the 2 year, 2.5 year, and 3 year plots?</p> <p>What should the WIC staff person do if they observe a 2 channel drop in weight for age from the initial certification to the recertification visit for a 2 year old?</p>	<p>-----</p> <p>Match the term on the left with the descriptor on the right:</p> <p>Data Entry Error = transposing height and weight on the growth chart</p> <p>Equipment Error = Incorrect positioning of wall-mounted standing height board (stadiometer)</p> <p>Technique Error = Using the recumbent length board instead of a standing height to measure a 3 year old child</p> <p>-----</p> <p>Click and Drag the Rules for Proper Technique on the left to the Appropriate Anthropometric measurement type on the Right.</p> <p>Heels, Upper back and buttocks in contact with the wall = Height</p> <p>Use a non-stretchable plastic or paper tape = Head Circumference</p> <p>Measure from top of head to the heel with leg fully extended = Length</p> <p>Zero or Balance the scale = Weight</p>	
<p>▪ Name two reasons why accuracy is important (4002)</p>	<p>6008) An inaccurate height measurement that results in a child being recorded as taller than they actually are will result in a greater likelihood that:</p> <p>Check all that apply</p> <p>A. a high BMI is determined  B. a low or normal BMI is determined  C. a low weight for height determination is made  D. a high weight for height determination is made</p> <p>(correct - letter B) – Good job! You should have selected both answers B and C. Accurate height measurements are important to be sure that BMI and weight for height is calculated and can be interpreted correctly. Overestimation of height can result in incorrect</p>	<p>True or False. Inaccurate anthropometric measurements can result in incorrect interpretation of the total assessment (including BCDEO).</p> <p>A. True  B. False</p> <p>Accurate anthropometric measurements are essential to the prevention of participant needs “falling through the cracks”. Inaccurate measurements can have a domino effect particularly when the measurement is used for other purposes.</p> <p>Look at the list below and identify by clicking with the mouse to ‘check the box’ for all of the areas that an inaccurate anthropometric measurement could impact:</p>	<p>4004, 4006, 4007, 7003</p>

	<p>assignment of risk and a missed opportunity for WIC to make a difference! Remember, you should always try to take measurements twice and compare them. If they do not agree within ¼ of an inch, then repeat the procedure until two measurements agree!</p> <p>(incorrect) – No, not quite – better go back and review! Answers B and C are correct. Accurate height measurements are important to be sure that BMI and weight for height is calculated and can be interpreted correctly. Overestimation of height can result in incorrect assignment of risk and a missed opportunity for WIC to make a difference! Remember, you should always take measurements twice and compare them. If they do not agree within ¼ of an inch, then repeat the procedure until two measurements agree!</p>	<ul style="list-style-type: none"> <li>• Growth charts</li> <li>• Prenatal weight gain grids</li> <li>• Referrals</li> <li>• Nutrition Education</li> <li>• WIC Eligibility</li> <li>• Risk Assignment</li> </ul> <p>(correct: all should be checked)</p> <p>Great job! Accurate anthropometric measurements are important to all of these areas!</p> <p>(incorrect: if one or more are not identified).</p> <p>Accurate anthropometric measurements are important to all of these areas! If an inaccurate measurement is taken then the plots on the growth charts or prenatal weight gain grids will also be in error. Referrals based on anthropometric measurements can be made in error and nutrition education can be misguided. WIC eligibility and risk assignment for underweight, overweight, and/or risk for overweight/obesity is dependent on accurate anthropometrics.</p>	
<p>▪ State &amp; perform the five steps of a VENA assessment (5002)</p>	<p>(5011) Engaging a participant in dialogue to better understand possible factors that may be influencing inadequate weight gain in the 2<sup>nd</sup> trimester of pregnancy is an example of a WIC staff member following _____ of VENA.</p> <p>Select the answer that best completes this sentence.</p> <p>A. Step 1: Collect Relevant Information  <b>B. Step 2: Clarify Information</b>  C. Step 3: Identify pertinent risks and related issues  D. Step 4: Document  E. Step 5: Follow-up</p>	<p>Recording information so that there is data over multiple points in time that can be used for monitoring growth and is supportive of continuity of care represents _____ of VENA.</p> <p>Select the answer that best completes this sentence.</p> <p>A. Step 1: Collect Relevant Information  B. Step 2: Clarify Information  C. Step 3: Identify pertinent risks and related issues  <b>D. Step 4: Document</b>  E. Step 5: Follow-up</p>	<p>3005, 5003, 6005, 6006, 7004</p>
<p>▪ Describe the contribution of</p>	<p>(5012) Considering the</p>	<p>Recognizing the impact of</p>	<p>5004, 5005, 5006, 5007, 5008,</p>

<p>the six VENA staff competencies in collecting &amp; interpreting Anthropometric data (5002)</p>	<p>experience, perspective and values of the participant when it comes to sensitive topics such as body weight and weight gain is an important staff competency in the area of _____.</p> <p>Select the answer that best completes this sentence.</p> <p>A. Lifecycle Nutrition  B. Anthropometric Assessment  <b>C. Multicultural Awareness</b>  D. Communication Skills  E. Critical Thinking Skills</p>	<p>frequency and duration of feedings as factors that influence the pattern of weight gain seen on the growth chart is an example of staff competency in the area of:</p> <p>Select the answer that best completes this sentence.</p> <p><b>A. Lifecycle Nutrition</b>  B. Anthropometric Assessment  C. Multicultural Awareness  D. Communication Skills  E. Critical Thinking Skills</p>	<p>5009, 5010, 7004</p>
<p>■ Introduction to Angie (6002)</p>	<p>Based on Angie's current age, weight, and height, the nutritionist may be considering assignment of the risk "overweight". What other assessment should be done to better understand possible contributors to this finding?</p> <p>Select the best answer.</p> <p>A. Caregiver attitudes regarding Angie's eating habits  B. Biological parent's BMI  C. Presence of medical conditions that may affect growth  <b>D. All of the above should be clarified</b></p>	<p>(6009) Which of the following BCDEO factors is most likely to affect a 3 year old child's growth pattern?</p> <p>Select the best answer.</p> <p>A. Low hemoglobin  B. Family history of type 2 diabetes  C. Dislikes green vegetables  D. Attends daycare 4 days per week  E. Has not yet been to the dentist  <b>F. Need more information to make a determination</b></p>	<p>6002, 6003, 6004, 6005, 6006, 6024, 6027, 7005</p>
<p>■ Integrate staff competencies &amp; steps of VENA (6002)</p>	<p>(6020) How does the nutritionist use critical thinking skills to stay focused on Anthropometric assessment and address Mom's concerns and confusion?</p> <p>A. Establishes connections between changes Mom has made since the last appointment and Angie's growth pattern.  B. Provides education on the pros and cons of dieting and children.  C. Probes further about what the doctor is saying about Angie's weight.  D. Reinforces Angie's weight loss since the last appointment as an outcome</p>	<p>By explaining the growth chart of an overweight child who is making progress to the caregiver by saying, "As you can see here, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off... The changes you have made are helping her to "grow into her weight.", the nutritionist communication approach is effective in maintaining rapport with Mom because it _____:</p> <p>Select All that Apply:</p> <p>Focuses on the positive rather than the negative.  Links assessment information to the participant's individual concerns  Avoids being judgmental or punitive</p>	<p>6012,6013, 6014,6016, 6017, 6018, 6021, 6022, 7004</p>

	<p>of being a picky</p> <p>(6019) Which of the following "question phrases" is least effective to invite the participant to CLARIFY information?</p> <p>A. Does Angie....?  B. When has Angie....?  C. How does Angie....?  D. What about Angie's....?  E. Where does Angie....?  F. All are equally effective</p>	<p>Connects changes the caregiver reports they have made to participant outcomes</p> <p><i>Note: All should be selected</i></p> <p>An important part of Step 2: Clarify Information in the VENA process is to communicate in such a way as to engage the participant/caregiver so that concerns can be identified and explored. What is an important communication technique that the nutritionist should use in response to Mom's statement, "To me, I still worry that she doesn't eat enough because she's so darn picky!"</p> <p><b>A. Ask open-ended questions to better understand why Mom feels her child is a "picky" eater</b></p> <p>B. Agree with Mom that the child is picky and then brainstorm ways to deal with it</p> <p>C. Politely disagree with Mom and explain that it is unlikely that the child is picky since she is overweight.</p> <p>D. Reassure Mom that it is normal for children her age to be picky eaters.</p>	
<p>Communicate Anthropometric information (6002)</p>	<p>(6015) Which of the following rapport building technique(s) exhibited by the WIC staff member were most important to help the Angie's mom feel comfortable continuing to talk about factors that may be contributing to Angie's overweight?</p> <p>A. The tone of voice when the staff person replied, "Do you mean big as in tall?"  B. Discontinuing eye contact with the participant so they did not feel scrutinized  C. Tilting her head &amp; leaning back  D. Beginning to look at the notes on the Anthropometric measures &amp; at the growth chart</p>		<p>6011, 6012, 6013, 6014, 6017, 6018, 6025, 6026, 7005</p>

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## Key to Highlights in Document

<b>Color</b>		<b>Responsibility</b>
Gray		Shirley (screen text, stock photos, graphic, documents, etc.)
Green		Shirley & IUP staff (questions and comments from Neal concerning content)
Yellow		JPL
Turquoise		WIC/JPL photo shoot
<b>Stock Photo needs</b>		<b>File number</b>
breastfeeding		Stock photo   File #: 10523821 Stock photo   File #: 8670879 Stock photo   File #: 8707479 Stock photo   File #: 13259240 <b>2008b stock photo: breastfeeding</b>
Family eating together		<b>2006a photos: buy i-stock photo of family eating together</b> Stock photo   File #: 11318480 happy family dining together Stock photo   File #: 12151452
Pregnant woman		<b>2008a stock photo: pregnant woman</b> 5010a stock photo: shot of pregnant woman
Infant		<b>2008c stock photo: infant</b>
3 yr old child		<b>2008d stock photo: 3yr old child</b>
Child eating out in restaurant		<b>3004a stock photo:</b> Daddy-Daughter Lunch Date (Dad's Eye View) Stock photo   File #: 11578572
Child eating in front of TV		<b>3004bstock photo: girl in front of TV</b> Watching TV Stock photo   File #: 2285683
Puzzle graphics		<b>3004c graphic: puzzle</b> The solution Stock vector   File #: 9049888 <b>3005a graphic: puzzle</b> Stock vector   File #: 7891155
Child drinking soda		<b>4004b stock photo: Child drinking unhealthy bottled soda</b> Stock photo   File #: 12052709
Child eating in high chair		<b>5010a stock photo: child eating in high chair</b>
Photos of food		<b>6001a photos : stock photos of food</b>

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1	1001	Introduction	<p>QWIC LEARN: Building Competent WIC Staff</p> <h2>DIETARY ASSESSMENT</h2>	<p>Welcome to PA WIC's e-learning module on Dietary Assessment for the USDA's VENA initiative.</p> <p>In the Introduction to VENA module, you learned that a WIC assessment centers around information collected in six categories. This module will focus on one of them – Dietary Assessment.</p>	<p><b>1001a graphic:</b> "Building Block" logo in top corner</p> <p><b>1002a graphic:</b> Include: (PA WIC Logo)</p> <p><b>1003a graphic:</b> Include: SPG 2007 credit.</p>				
2	1002	Introduction: Assessment & Outcome Expectations	<ul style="list-style-type: none"> <li>▪ Dietary assessment is a critical piece of WIC</li> <li>▪ Improving the Dietary Assessment process provides better nutrition services</li> <li>▪ "Angie" - Case Study</li> </ul>	<p>In WIC, Dietary assessment is a critical piece because WIC is a nutrition program. It's not just about getting food, but about helping people make behavior changes.</p> <p>After all, food choices can have short and long-term effects on health status.</p> <p>Improving the Dietary Assessment process will help WIC staff provide better nutrition services. Better WIC services help participants achieve better outcomes.</p> <p>Meet Angela or Angie as her mother likes to call her! With her help, we'll explore Dietary Assessment and how you can best use this information in WIC.</p>	<p><b>1002a photo:</b> Picture of wic staff showing food models to participant</p> <p><b>1002b photo:</b> Picture of wic staff showing brochure (food list) to participant</p> <p><b>1002c photo:</b> Picture of Angie</p>				
3	1003	Introduction: Overview	<ol style="list-style-type: none"> <li>1. Importance of Dietary Assessment</li> <li>2. Fit with VENA</li> </ol>	<p>Let's explore how this module is divided. Its contents are broken down into the following</p>	<p><b>1003a graphic:</b> show cover of VENA guidance document.</p>				

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4	1004	<p>3. Components</p> <p>4. VENA Process</p> <p>5. Increasing Staff Competencies</p> <ul style="list-style-type: none"> <li>▪ WHY: Dietary Assessment is important</li> <li>▪ HOW: Dietary Assessment fits into VENA</li> <li>▪ WHAT: the components of Dietary Assessment are</li> <li>▪ WHERE: staff competencies fit into the VENA Process</li> </ul> <p><b>BETTER SERVICES = BETTER OUTCOMES</b></p>	<p>five sections: the importance of dietary information in WIC assessment; how Dietary Assessment fits into VENA; the components of Dietary Assessment; and incorporating Dietary Assessment into the VENA process. Finally, we'll use a case study to illustrate staff competencies in Dietary Assessment.</p> <p>Dietary assessment in WIC is the least structured of all assessment categories in VENA. WIC staff can have a great deal of flexibility in the way they collect and interpret information from their participants.</p> <p>Assessing participant feeding practices and eating behaviors relies on a broad knowledge base combined with mastery of essential staff competencies.</p> <p>Your ability to do better assessments will equal better services. The best assessments are those that can answer “why” particular dietary behaviors are being seen.</p> <p>Understanding “why” allows us to better tailor services to our participants.</p> <p>Remember, better services equal better outcomes for the participant.</p> <p>Before we begin learning the ins and outs of Dietary Assessment in VENA,</p>	<p>1004a graphic: Puzzle graphic from VENA intro (static).</p> <p>1004b photo: Pictures of foods infants/children/families eating: (California photos)</p> <p>1004c photo: Pictures of staff talking with participant – with food poster, food models of WIC foods in the background.</p>	
5	1005	<p>Introduction: Navigation</p>	<p>Before we begin learning the ins and outs of Dietary Assessment in VENA,</p>	<p>1005 graphics: Use animations from intro to Vena module:</p>	<p>Developer should point to or highlight various items in narration on screen as they are mentioned in narration</p>

Let's take a look at how you can navigate this module.

As you go through the module, the navigation buttons at the bottom right of your screen will let you access the content at your own pace. You can use the 'Next' and 'Back' buttons to move back and forth through the program.

Click 'Pause' to pause the module, and 'Play' to re-start.

The Menu will take you directly to the section you choose. You can access the Menu at any time by clicking on the Menu tab.

If this is your first time using this module, we recommend allowing the module to play from start to end. You must view each section before you can complete this module.

If you log off at any point, the next time you log on, the course will resume where you left off. You can review any section of this module as many times as you want. Use the Menu tab to return to any sections you wish to revisit.

Along the way, be on the lookout for helpful links that will provide more detailed



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								information about VENA.							
<b>Importance of Dietary Assessment</b>															
6	2001	Importance of Dietary Assessment	Why is Dietary Assessment an important category in WIC assessment?												
															<p>Show the following words on screen above the cutout photo of the mother: have them blink in the following order</p> <p>WHOLE MILK LOW-FAT MILK POTATOES BROCCOLI</p>
7	2002	Importance of Dietary Assessment: Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>▪ Describe the WIC Dietary Assessment process</li> <li>▪ State the purpose of Dietary Assessment as a component of a WIC assessment</li> <li>▪ Use critical thinking skills to analyze &amp; assess food consumption in terms of behaviors</li> </ul>												
															<p>2001a photo: Show mother looking up in thought (what should she make for dinner)</p> <p>2002a graphic: Owl graphic.</p>
8	2003	Importance of Dietary Assessment: Definition of	<p>Feeding Practices:</p> <ul style="list-style-type: none"> <li>▪ Driven by parent or caregiver</li> </ul>												
															<p>2003a photo: mother breast feeding</p> <p>2003b: child looking at a plate of food from Intro</p>

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	Terms	Eating Behaviors: <ul style="list-style-type: none"> <li>▪ Self oriented</li> </ul>			<p>“Feeding practices” and “eating behaviors” . . . what do they mean? Let’s explore these terms a little more.</p> <p>Instead of talking about “diets,” and in order to get everyone thinking about behaviors, we have elected to use these terms to describe food consumption.</p> <p>An example of a feeding practice is a mother deciding whether to breastfeed or formula feed her infant. The decision is made independent of the person who is eating. Another example is a grandmother providing Kool-aid and cookies for a snack.</p> <p>Examples of Eating Behaviors are what an infant or child chooses to eat or not eat, or whether a family has dinner in front of the TV every night.</p>											
9	2004	Importance of Dietary Assessment: Definition & Relationship to Risk	Defining Dietary Assessment in WIC: <ul style="list-style-type: none"> <li>▪ More than just finding out what foods are being eaten</li> <li>▪ All risks in WIC have a potential or direct relationship to nutrition</li> </ul>		So, how do these terms help us to define Dietary Assessment?	In WIC, Dietary Assessment is much more than just asking, “What foods are people eating?” Understanding feeding practices and eating behaviors allows us to relate food consumption to assigned participant risks.	2004a puzzle graphic from the Intro to VENA module		Make sure letters A, B, C, E, and O are emphasized so that the letters can be used later in the module to signal these dietary categories.							

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10	2005	Importance of Dietary Assessment: Quality Assessment	<p>No "right" way to do Dietary Assessment!</p> <p>There should be a high degree of participant or caregiver interaction with WIC staff to collect and clarify the needed information.</p> <p><u>VENA Appendix C for health outcome expectations by participant type</u></p>	<p>Don't forget, all allowable risk criteria in WIC have a component that can be addressed through the foods and services we provide.</p> <p>Dietary assessments that focus on the discovery of the relationship between behaviors and identified risks will help you to better tailor the foods, nutrition education and referrals for your participants.</p> <p>As they provide their information, participants may become more aware of what they are doing and what they may need to change.</p> <p>Now, let's look at ways to gather important information from a participant.</p> <p>There are a lot of strategies that staff can use to collect information for the Dietary Assessment. Common strategies include using a written dietary questionnaire, or asking a variety of open-ended questions to prompt the participant/caregiver to describe food intake and dietary patterns.</p> <p>What is common to all strategies is that Dietary Assessment requires a high level of involvement from the participant or caregiver.</p> <p>The Dietary Assessment process actively</p>	<p>2005a photo: shot of participant completing paperwork, staff near by</p> <p>2005B photo: shot of participant talking with WIC staff and pointing out areas on paperwork</p> <p>2005B photo: shot of a plate of food using food models, meal setting</p> <p>2005e graphic: Text graphic: HEALTHY OUTCOMES FOR ALL WIC PARTICIPANTS</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p>Link to VENA Appendix C for health outcome expectations by participant type.</p>							

		<p>engages the participant and WIC staff. It's through this shared conversation that details are provided that describe practices and behaviors. There is no other way to get Dietary Assessment information unless the participant offers it or the WIC staff asks the appropriate questions.</p> <p>Please click on the link for detailed information about health outcome expectations for each of the other WIC types. Once you have reviewed this document, you may save it to your computer or close it and click the next button to continue.</p>		
<p>11</p>	<p>2006</p>	<p>Importance of Dietary Assessment: Quality Assessment</p>	<p>A quality Dietary Assessment paints a complete picture rather than a partial one.</p>	<p>When determining the completeness of a Dietary Assessment the goal is to get a full picture – not a partial picture.</p> <p>For example, imagine this scenario . . .</p> <p>When conducting an assessment, you focus on asking what foods are typically eaten by the participant, and then stop. In doing so, what questions remain unanswered? What else is included when you consider the nutrition behaviors that influence or impact the consumption of food?</p> <p>For example...</p>

2006a photos: buy a stock photo of family eating together  
 Stock photo | File #: 11318480

happy family dining together  
 Stock photo | File #: 12151452

2006b & C photos: Another stock photo or photos: People eating in a car, people looking sad while eating (Isaiah), people eating in front of a tv, food likes and dislikes, people being served food (sippy cup in

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12	2007	Importance of Dietary Assessment: Interpretation & Use	<p>Dietary Assessment is required to:</p> <ul style="list-style-type: none"> <li>▪ Screen applicants</li> <li>▪ Identify concerns</li> <li>▪ Ascertain participant acceptability</li> <li>▪ Aid in critical thinking</li> <li>▪ Allow a tailored intervention</li> <li>▪ Obtain information that might explain other identified risk criteria</li> </ul>	<p>Where are the foods being eaten? Are they eaten in the car, at a family meal, in front of the TV? How much food is being eaten? In other words, what are the portion sizes like?</p> <p>How is the food being prepared? Fried, baked, or boiled?</p> <p>These types of open-ended questions illustrate the complexity of feeding practices and eating behaviors.</p> <p>In WIC, Dietary Assessment information is required to: screen applicants for inappropriate nutrition practices; determine specific concerns of the participant or caregiver related to eating behaviors and feeding practices; ascertain participant acceptability and use of WIC foods; aid in the critical thinking process; allow a tailored intervention; and obtain information that might explain other identified risk criteria.</p>	<p>mouth, dragging blanket or teddy bear behind)</p> <p>No graphic</p> <p>Animate bullets on screen one at a time and highlight them – the learner should focus on the words</p>	
13	2008	Importance of Dietary Assessment: Health Outcome Expectations	<p>Health Outcome Expectations Are Provided for Each Participant Type:</p> <ul style="list-style-type: none"> <li>▪ Pregnant Woman</li> <li>▪ Post-partum / Breastfeeding</li> <li>▪ Infant</li> <li>▪ Child</li> </ul>	<p>WIC's potential to impact participant health outcomes is related to the frequency of visits to the WIC clinic.</p> <p>The VENA guidance document defines a health outcome-based WIC nutrition assessment as a positive approach to assessment for each WIC type. Instead of</p>	<p>2008a stock photo: pregnant woman</p> <p>2008b stock photo: breastfeeding</p> <p>2008c stock photo: infant</p> <p>2008d stock photo: 3yr old child</p>	

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			<p>zeroing in on deficiencies and 'problems' our focus should be on gaining knowledge to better understand how WIC can help a participant or family achieve a healthy outcome.</p> <p>So, knowing that the desired health outcome for an infant includes healthy eating practices, factors such as the introduction of appropriate complementary foods and ensuring adequate intake of formula and/or breast milk for the first year of life are examples of Dietary Assessment that need to be considered.</p> <p>Let's see what you've learned about this important category of WIC assessment right now.</p>		
14	2009	<p>Practice Exercise</p> <p>Which of the following is an example of a 'feeding practice' (versus an eating behavior)?</p> <p>A. Mom dislikes vegetables so does not eat them</p> <p>B. A child is a picky eater</p> <p>C. The caregiver limits fast food consumption to two times per week</p> <p>D. A child always wants chocolate milk with meals</p>	<p>Which of the following is an example of a 'feeding practice' (versus an eating behavior)?</p> <p>Select the best answer.</p> <p>"a" ... Mom dislikes vegetables so does not eat them</p> <p>"b" ... A child is a picky eater</p> <p>"c" ... The caregiver limits fast food consumption to two times per week, or</p> <p>"d" ... A child always wants chocolate milk with meals</p> <p>(correct - letter C) – Great job! Feeding Practices are driven by caregivers or parents.</p>		Multiple Choice: C

Title: Dietary Assessment Module Version June 28, 2010 – NQ (JPL)		Page		Screen Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
15	2010	Practice Exercise			<p>Dietary Assessment information is required for which of the following in WIC:</p> <p>A. To screen participants for inappropriate nutrition practices</p> <p>B. To determine participant acceptability &amp; use of WIC foods</p> <p>C. To obtain information that might explain other risk criteria</p> <p>D. All of the above</p>	<p>(incorrect) – No, not quite – better go back and review! Letter C is the correct answer. Feeding Practices are driven by caregivers or parents. The other choices represent eating behaviors because they focus on individual or self-controlled food choices.</p> <p>Dietary Assessment information is required for which of the following in WIC:</p> <p>Select the best answer.</p> <p>“a” ... To screen participants for inappropriate nutrition practices</p> <p>“b” ... To determine participant acceptability and use of WIC foods</p> <p>“c” ... To obtain information that might explain other risk criteria, or</p> <p>“d” ... All of the above</p> <p>(correct - letter D) – Excellent! Dietary Assessment is an important component to a Value Enhanced Nutrition Assessment and is an important contributor to all of the factors listed.</p> <p>(incorrect) – No, not quite – better go back and review! Letter D is the correct answer. Dietary Assessment is an important component to a Value Enhanced Nutrition Assessment and is an important contributor to all of the factors listed.</p>		Multiple Choice: D
16	3001	How Dietary Assessment Fits Into VENA			<p>How Dietary Assessment Fits Into VENA</p> <p>“How do I know when and if my style of asking for dietary information is a Value Enhanced Nutrition Assessment?”</p>	<p>How Dietary Assessment Fits Into VENA</p> <p>“How do I know when and if my style of asking for dietary information is part of a Value Enhanced Nutrition Assessment?”</p> <p>You’ll know when the participant is playing an equal role in this process! The thoroughness of your Dietary Assessment relies upon developing a working partnership with the</p>	<p>3001a photo, shot of WIC staff participant looking like they are in thought and looking up and to their left</p>	<p>Shirley needs to bring Chris or John to the photo shoot.</p>

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
17	3002	How Dietary Assessment Fits Into VENA: Objective	<p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>Describe the role of Dietary Assessment in VENA</li> </ul>	<p>participant. They can provide you with critical “pieces of the puzzle” needed to conduct the Dietary Assessment.</p> <p>When communicating with participants, you should focus discussions on identifying relevant feeding practices and eating behaviors.</p> <p>The Dietary Assessment conducted using the VENA process is designed to help us communicate with our participant more effectively and efficiently.</p> <p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>Describe the role of Dietary Assessment in VENA</li> </ul>	<p>3002a graphic: Owl graphic</p>	
18	3003	How Dietary Assessment Fits Into VENA: Common Mistakes	<p><b>Avoiding Common Dietary Assessment Mistakes:</b></p> <ul style="list-style-type: none"> <li>Focusing on quantitative vs. qualitative information</li> </ul>	<p>The VENA process offers guidance in performing a thorough Dietary Assessment.</p> <p>When Dietary Assessments are incomplete or key pieces of information are missing, a domino effect is created. The end result? Inaccurate conclusions are made, and nutrition services cannot be properly tailored to the participant’s needs.</p> <p>Take a moment to consider some of these common dietary mistakes:</p> <p>Focusing on quantitative versus qualitative information. For example – do you find</p>	<p>3003a graphic: Re-use connect the dot animation to illustrate that the more points that are complete, the clearer the picture becomes.</p>	



		<p>yourself regularly asking the participant to give you numbers, such as “How many ounces of juice does your child drink daily?” or “How many servings of fruits and vegetables does he eat daily?” While this information may be helpful for you, it often creates a problem for the participant. What if they can’t remember the specific number of ounces or servings? Then, your assessment information is inaccurate. In addition, you’re assuming that the participant understands what an ounce looks like, or a serving. Most people don’t think of their food and drink consumption in terms of daily ounces or servings. By probing and asking more open-ended questions instead, you can gather relevant information from the participant to get the “big picture.”</p>		
	<p>Another common Dietary Assessment mistake is not considering information from other categories, in particular – “Environment.” Information from the Environment category can answer questions such as “Does the family have stable housing?” or “Does the family regularly eat meals at the table or in front of the TV?” Always keep in mind that the dietary information collected can influence – and be influenced by - other assessment categories.</p>	<p><b>Avoiding Common Dietary Mistakes:</b></p> <ul style="list-style-type: none"> <li>▪ Not considering information from other categories (A, B, C, E &amp; O)</li> <li>▪ Stopping the Dietary Assessment too soon</li> </ul>		
<p><b>3004</b></p>	<p><b>How Dietary Assessment Fits Into VENA: Common Mistakes</b></p>		<p><b>3004a stock photo: Daddy-Daughter Lunch Date (Dad's Eye View)</b>                  Stock photo   File #: 11578572</p> <p><b>3004bstock photo: girl in front of TV Watching TV</b>                  Stock photo   File #: 2285683</p>	<p>Have these come in one at a time as they are discussed.</p>

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20	3005	How Dietary Assessment Fits Into VENA: One Piece of the Puzzle						<p>Dietary information is just one piece of the puzzle of a VENA assessment.</p> <p>Dietary information should be considered with other factors (A, B C, E &amp; O) to get a full picture.</p>	<p>And third, a common mistake is stopping the Dietary Assessment too soon. Just because you've identified one dietary risk, doesn't necessarily mean you are finished with the Dietary Assessment! Double-check yourself—have you considered all pieces of the dietary puzzle? Did you assess the relationships between all the assessment categories? Is the dietary information collected relevant and useful?</p> <p>VENA can help you avoid these common dietary mistakes!</p> <p>The integration of Dietary Assessment information with other assessment categories (ABCEO) is crucial to a Value Enhanced Nutrition Assessment.</p> <p>Dietary information must be considered as part of a total assessment that includes anthropometric, biochemical, clinical, environmental/family, and other factors.</p> <p>Interpretation of dietary information must take all of these factors into consideration. Dietary information is only one piece of the puzzle that helps to form a complete picture of the WIC participant's needs.</p> <p>For more information on how to conduct a</p>	<p>3004c graphic: puzzle The solution Stock vector   File #: 9049888</p>	
21	3006	How Dietary Assessment Fits						<p>Dietary information is just one piece of the puzzle of a VENA assessment.</p> <p>Dietary information should be considered with other factors (A, B C, E &amp; O) to get a full picture.</p>	<p>The integration of Dietary Assessment information with other assessment categories (ABCEO) is crucial to a Value Enhanced Nutrition Assessment.</p> <p>Dietary information must be considered as part of a total assessment that includes anthropometric, biochemical, clinical, environmental/family, and other factors.</p> <p>Interpretation of dietary information must take all of these factors into consideration. Dietary information is only one piece of the puzzle that helps to form a complete picture of the WIC participant's needs.</p> <p>For more information on how to conduct a</p>	<p>3005a graphic: puzzle solution Stock vector   File #: 7891155</p>	<p>Duplicate one puzzle piece and add letters to figures (ABCDEO)</p>
										<p>3006a graphic: cover of vena guidance</p>	<p>Screen doesn't auto advance.</p>

Page	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
22	<p>Into VENA</p> <ul style="list-style-type: none"> <li>▪ What to assess</li> <li>▪ What to collect</li> <li>▪ What to do</li> <li>▪ Suggestions for further assessment</li> </ul> <p><u><a href="#">Relevant WIC Nutrition Assessment Information Tables</a></u></p>	<p>thorough Dietary Assessment, you can review the VENA guidance document. The information is broken down into assessment categories (ABCDEO) by participant type.</p> <p>This document is useful in helping WIC staff know “What to Assess,” “What to Collect,” and “What to Do.” The “What to Do” section includes “Suggestions for Further Assessment” when a particular risk assignment is being considered.</p> <p>Please click on the link for detailed information about health outcome expectations for each of the other WIC types. Once you have reviewed this document, you may save it to your computer or close it and click the next button to continue.</p>	<p>document</p> <p><u><a href="#">3006b graphic: from link show sample portion of nutrition assessment table</a></u></p>	<p>Instructions should show up on screen at the end:</p> <p>Click the ‘Next’ button to continue.</p> <p>Link to Summary Tables in VENA Guide ... Appendix A</p> <p><a href="http://www.nal.usda.gov/wicworks/Learning_Center/VENAVENA_AppendixA_AssessmentTables.pdf">http://www.nal.usda.gov/wicworks/Learning_Center/VENAVENA_AppendixA_AssessmentTables.pdf</a></p> <p>pdf files for the VENA guidance are found on the WIC Works website. I will show you where to locate the PDF files for Attachments A1 – A5</p> <p>(A-1 thru A-5), selecting to include only those tables on Dietary and highlighting on the Suggestions for Further Assessment that they are often areas in the other ABCDEO (run mouse over further assessment suggestion and see for example that “recent illness” would be a clinical assessment item.)—what is this?</p> <p>Multiple Choice: A</p>
22	<p>Practice Exercise</p> <p>3007</p> <p>The best way to know if your style of collecting dietary assessment information is likely to be effective is when:</p> <p>A. The caregiver / participant is actively involved in the process.</p> <p>B. You are able to ‘fill in all the blanks’ on your data collection form.</p>	<p>Let’s stop now and review what you’ve learned so far. How would you answer this question?</p> <p>The best way to know if your style of collecting dietary assessment information is likely to be effective is when:</p> <p>Select the best answer.</p> <p>“a” ... The caregiver/participant is actively involved in the process.</p>		

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23	3008	Practice Exercise				<p>C. You can identify at least one dietary risk.</p> <p>D. The caregiver / participant is able to report with confidence how often a particular food is consumed.</p>	<p>"b"... You are able to fill in all the blanks on your data collection form</p> <p>"c"... You can identify at least one dietary risk, or</p> <p>"d"... The caregiver/participant is able to report with confidence how often a particular food is consumed</p> <p>(correct - letter A) – Great job! The Dietary Assessment process actively engages the participant and WIC staff. It's through this shared conversation that details are provided that describe practices and behaviors, helping staff to see 'the big picture'. Developing a working partnership with the participant is important so that they can provide you with critical "pieces of the puzzle".</p> <p>(Incorrect) – No, not quite – better go back and review! Letter A is the correct answer. The Dietary Assessment process actively engages the participant and WIC staff. It's through this shared conversation that details are provided that describe practices and behaviors, helping staff to see 'the big picture'. Developing a working partnership with the participant is important so that they can provide you with critical "pieces of the puzzle".</p>										
						<p>A consequence of focusing strictly on asking participants to provide quantitative (e.g., how much) information about their dietary intake is:</p> <p>A. The participant may not know or remember portion size accurately.</p> <p>B. You might miss important connections with other assessment categories (A, B, C, E, &amp; O).</p> <p>C. Having quantitative information only may make it more difficult to tailor nutrition services to participant needs.</p>	<p>A consequence of focusing strictly on asking participants to provide quantitative (for example, how much) information about their dietary intake is:</p> <p>Select the best answer.</p> <p>"a"... The participant may not know or remember portion size accurately</p> <p>"b"... you might miss important connections with other assessment categories (A, B, C, E, &amp; O)</p> <p>"c"... Having quantitative information only may make it more difficult to tailor nutrition services to participant needs, or</p> <p>"d"... All of the above</p> <p>(correct - letter D) – Terrific! It's also important to</p>										Multiple Choice: D

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			D. All of the above	<p>collect qualitative information from participants for a fuller dietary assessment. Descriptive information can often provide insights that are useful to understand the dietary assessment information in the context of and from the perspective of the participant's life.</p> <p>(incorrect) – No, not quite – better go back and review! Letter D is the correct answer. It's also important to collect qualitative information from participants for a fuller dietary assessment. Descriptive information can often provide insights that are useful to understand the dietary assessment information in the context of and from the perspective of the participant's life.</p>		
<b>Components of Dietary Assessment</b>						
24	4001	Components of Dietary Assessment	What are the components of a value enhanced Dietary Assessment?	<p>Now that we've seen how Dietary assessment fits into the other categories of a Value Enhanced Nutrition Assessment, in this section, you'll learn more about the components of Dietary Assessment and the process involved in conducting a complete assessment.</p>	<p><b>4001a stock graphic:</b> use graphic from 3005a, grey out the other puzzle pieces and highlight the D piece, leave colored</p>	
25	4002	Components of Dietary Assessment: Objectives	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the components of Dietary Assessment</li> <li>▪ Describe the process involved in a Dietary Assessment</li> </ul>	<p>In this section, you'll learn more about the components of Dietary Assessment and the process involved in conducting a complete assessment.</p>	<p><b>4002a graphic:</b> Owl graphic.</p>	
26	4003	Components of Dietary Assessment: The Three Components	<p><b>Assess for:</b></p> <ol style="list-style-type: none"> <li>1. Dietary risks that must be assigned</li> <li>2. Problematic eating behaviors &amp; feeding practices associated with risk in different categories</li> <li>3. Problematic feeding practices not linked to assignable risk, but can be improved through nutrition</li> </ol>	<p>Let's begin by looking at the three Components of Dietary Assessment used in WIC. These are:</p> <ul style="list-style-type: none"> <li>• First, screening applicants for inappropriate nutrition practices to determine if a dietary risk can be assigned to make the participant eligible for the</li> </ul>	<p>No graphic, Animate screen text and make larger than other screens</p>	

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27	4004	<p><b>Components of Dietary Assessment: Considerations</b></p>	<p>education</p>	<p>program;</p> <ul style="list-style-type: none"> <li>Second, assessing for eating behaviors and feeding practices that may be associated with or help to explain a risk in a different category; and</li> <li>Third, assessing for participant concerns or problematic feeding practices that may not necessarily be linked to an assignable risk, but that can be improved through nutrition education.</li> </ul>	<p>4004a stock graphic: use graphic from 3005a</p> <p>4004b stock photo: <b>Child drinking unhealthy bottled soda</b> Stock photo   File #: 12052709</p>	
		<ul style="list-style-type: none"> <li>May relate to A, B &amp; C information</li> <li>Often insights about E &amp; O are gleaned as part of the collection of dietary information</li> </ul>	<p>The process of conducting a Dietary Assessment includes making sure you've collected sufficient information from the A, B, and C categories. In addition, information from the E and O categories are also helpful, and are often intertwined with feeding practices and eating behaviors.</p> <p>For example, dental conditions are included in the O category of assessment information, but it may be revealed during a conversation that a child is consuming large quantities of sweetened beverages.</p> <p>You can't stop your Dietary Assessment just because you identified one dietary risk. You should continue to explore how eating behaviors and feeding practices may play a role in positive health outcomes for</p>			

28	4005	<p>Components of Dietary Assessment: Process &amp; Competencies</p>	<p>Staff Competencies Central to Effective Dietary Assessment:</p> <ul style="list-style-type: none"> <li>▪ Lifecycle nutrition knowledge</li> <li>▪ Multicultural awareness</li> <li>▪ Communication</li> <li>▪ Critical Thinking Skills</li> </ul>	<p>participants.          Effective Dietary Assessment requires the application of the following VENA staff competencies: lifecycle nutrition, multicultural awareness, communication and critical thinking skills.          Critical thinking is particularly important given the complexity of feeding practices and eating behaviors.          Remember, as we discussed earlier thorough Dietary Assessment is the foundation for tailored WIC nutrition services!</p>	<p><b>4005a graphic:</b> use head graphic from intro to vena module – show small head, medium head and large head (no cogs) put an arrow between heads</p> <p><b>4005b graphic:</b> use head graphic from intro to vena module – show 6 different color heads slightly different sizes</p> <p><b>4005c graphic:</b> use head graphic from intro to vena module – show two medium size head same color – show thought bubble or show some sort of symbol that represents communication</p> <p><b>4005a graphic:</b> use head graphic from intro to vena module – with cogs</p>	
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29	4006	Practice Exercise	<p>True or False</p> <p>Even though some problem feeding practices may not be associated with a risk for program eligibility, they are still important to assess because they may be associated with risk in other assessment categories.</p> <p>A. True B. False</p>	<p>Now it is time for another practice question to see how you are doing!</p> <p>True or False</p> <p>Even though some problem feeding practices may not be associated with a risk for program eligibility, they are still important to assess because they may be associated with risk in other assessment categories.</p> <p>“a” ... True, or “b”... False</p> <p>(correct - letter A) – if you said “True” you are correct! Assigning risk for program eligibility is not the only reason to conduct a dietary assessment. In addition to helping to better understand influences of dietary intake on other assessment categories, problem feeding practices that have been identified can be improved through nutrition education. WIC aims to help participants figure out how to change their feeding practices and eating behaviors in order to achieve better health.</p> <p>(incorrect) – If you said “False”, you are incorrect – better go back and review! Letter A is the correct answer. Assigning risk for program eligibility is not the only reason to conduct a dietary assessment. In addition to helping to better understand influences of dietary intake on other assessment categories, problem feeding practices that have been identified can be improved through nutrition education. WIC aims to help participants figure out how to change their feeding practices and eating behaviors in order to achieve better health.</p>		True or False: Correct Answer A - True
<b>The VENA Process and Dietary Assessment</b>						
30	5001	The VENA Process	<p>How does following the VENA Process improve Dietary Assessments?</p>	<p>Now that we’ve explored the various components of Dietary Assessment, we’ll look at how Dietary Assessment is worked into the VENA process.</p>	<p>5001a graphic: Graphic that conveys cycle of VENA process (VENA guidance pdf page 10 WIC nutrition services process</p>	



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31	5002	The VENA Process: Objectives	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Review the 5 steps of a VENA assessment</li> <li>▪ Describe the contribution of the 6 VENA staff competencies in collecting &amp; interpreting dietary information</li> <li>▪ Describe the relationships between the Dietary Assessment process &amp; 6 VENA competencies</li> </ul>	<p>At every step of the VENA process, you'll need to incorporate the six essential staff competencies. The VENA staff competencies are expected knowledge and performance behaviors for WIC staff. A mastery of these competencies ensures you'll be able to accurately collect and interpret dietary information.</p> <p>In this section, we'll review the five steps of a VENA assessment. Then we'll examine the contribution of the six VENA staff competencies in collecting and interpreting dietary information.</p> <p>Next, we'll explore the relationships between the Dietary Assessment process and the six VENA competencies.</p>	<p>graphic</p> <p>VENA_Guidance.pdf</p>								
32	5003	The VENA Process: 5 Steps of VENA Assessment	<ol style="list-style-type: none"> <li>1. Collect Information</li> <li>2. Clarify Information</li> <li>3. Interpret Information</li> <li>4. Document</li> <li>5. Follow-up as appropriate</li> </ol>	<p>Let's start by briefly reviewing the five steps of a VENA assessment: collect information; clarify information; interpret information; document the assessment; and follow-up as appropriate.</p>	<p>5003a graphic: Pull graphics from the Introduction Module (steps) animation</p>								
33	5004	The VENA Process: 5 Steps of VENA Assessment	<p><b>Step 1 – Collect Information:</b></p> <ul style="list-style-type: none"> <li>▪ Narrow information with directed questioning</li> <li>▪ Focus on behaviors</li> <li>▪ Consider interrelationship with A, B, C, E &amp; O</li> </ul>	<p>The first step is to collect information.</p> <p>The VENA process for collecting dietary information must be effective and efficient. You should start by looking at the big picture and then narrowing down to relevant</p>	<p>5004a photo: show counseling scene</p> <p>5004b photo: show counseling scene</p> <p>5004c photo: show counseling scene</p>								

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				<p>information by using directed questioning.</p>		
				<p>For example, instead of asking “How many ounces of juice does your child drink daily?” you could try “What are some of your child’s favorite drinks?” This approach does two things: it allows the participant more freedom in answering the question (and therefore, gives you more information to work with); and, this approach seems less interrogative and more conversational.</p>		
				<p>The information obtained here is crucial in working with the participant towards making a positive behavior change. You’ll need to know: What are the current eating behaviors and patterns? How do additional assessment categories (in particular these two, “environmental” and “other”) influence these behaviors?</p>		
34	5005	<p>The VENA Process: 5 Steps of VENA Assessment</p>	<p>Step 2 – Clarify Information:</p> <ul style="list-style-type: none"> <li>▪ Increase understanding dietary information</li> <li>▪ Consider interrelationship A, B, C, E &amp; O</li> </ul>	<p>Step 2 is to clarify information.</p> <p>The goal of clarifying information is to increase your understanding of the information collected so you can begin to consider whether a dietary risk can be assigned or whether current practices are contributing to other identified risks.</p>	<p>5005a photo show counseling scene</p> <p>5005b photo show counseling scene</p> <p>5005c photo show counseling scene</p>	

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35	5006	The VENA Process: 5 Steps of VENA Assessment	Step 3 – Identify Pertinent Risks: <ul style="list-style-type: none"> <li>▪ Continue using critical thinking</li> </ul>	<p>Consider the following: a WIC mom tells you that her child is a “picky eater.” You begin questioning at a high level, such as by asking mom how she defines “picky eater.” Let’s say she tells you that her child is a picky eater because he won’t eat vegetables. This is a common concern among parents! Now, you need to figure out WHY the child won’t eat vegetables. Is it because he doesn’t like taste? Is it because mom doesn’t like vegetables and therefore, she doesn’t regularly offer them? Does mom know how to select and prepare a variety of vegetables?</p> <p>There are lots of potential questions to ask, and different ways to go about asking them. A good Dietary Assessment should focus on behaviors, not just foods.</p>									
36	5007	The VENA Process: 5 Steps of VENA Assessment	Step 4 – Document: <ul style="list-style-type: none"> <li>▪ Accurate</li> <li>▪ Thorough</li> </ul>	<p>Step three of VENA is to identify pertinent risks and related issues. Before you can assign and prioritize risks, you must use critical thinking to synthesize the dietary information as it relates to information from the other assessment categories (A, B, C, E, and O).</p> <p>Step four is to document the assessment. Dietary information is captured as part of each WIC appointment, creating a valuable history for monitoring dietary changes. Thorough</p>	5006a photo show counseling scene					5007a photo show WIC staff typing information into a computer			

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37	5008	The VENA Process: 5 Steps of VENA Assessment		<p>Step 5 – Follow-up:</p> <ul style="list-style-type: none"> <li>Relies on the integrity of the first four steps</li> <li>Decisions &amp; actions based on the previous assessments &amp; documentation</li> </ul> <p>Applying Competencies to Dietary Assessment:</p> <ul style="list-style-type: none"> <li>Lifecycle nutrition knowledge</li> <li>Understanding WIC Nutrition Assessment Process</li> <li>Anthropometric / Biochemical data collection techniques</li> <li>Multicultural awareness</li> <li>Communication</li> <li>Critical Thinking</li> </ul>	<p>and focused documentation is a key part of the continuity of care in providing quality nutrition services for WIC participants.</p> <p>Step five is the follow-up. This step relies on the integrity of the first four steps. Decisions and actions for follow-up are based on the previous assessments and documentation.</p>	<p>5007a photo show WIC staff reviewing information on chart</p>									
38	5009	The VENA Process: Staff Competencies		<p>Applying Competencies to Dietary Assessment:</p> <ul style="list-style-type: none"> <li>Lifecycle nutrition knowledge</li> <li>Understanding WIC Nutrition Assessment Process</li> <li>Anthropometric / Biochemical data collection techniques</li> <li>Multicultural awareness</li> <li>Communication</li> <li>Critical Thinking</li> </ul>	<p>Now that we've explored the steps of VENA as they relate to Dietary Assessment, let's see how the VENA staff competencies are applied!</p> <p>The six essential VENA staff competencies are lifecycle nutrition knowledge; understanding the WIC nutrition assessment process; anthropometric and biochemical data collection techniques; multicultural awareness; communication; and critical thinking.</p> <p>Each competency plays a key role in the collection and interpretation of Dietary Assessment data. Let's take some time to look at each of these in greater detail.</p>	<p>No graphic</p> <p>Animate words onto screen and make larger as we did in Intro to VENA module</p>									
39	5010	The VENA Process: Staff Competencies		<p>Lifecycle Nutrition Knowledge:</p> <ul style="list-style-type: none"> <li>Foundation for Dietary Assessment</li> <li>Lack of knowledge – cannot accurately interpret dietary</li> </ul>	<p>Lifecycle nutrition knowledge provides the foundation for Dietary Assessment. You need to be able to recognize milestones in growth and development as they relate to feeding</p>	<p>5010a stock photo shot of pregnant woman</p> <p>5010a stock photo child eating in high chair</p>									

	<p>information</p>	<p>practices and eating behaviors.</p> <p>For example – how would you assess an infant’s readiness for complementary foods? What are some best practices for introducing new foods to toddlers? How would you deal with a “picky eater?”</p> <p>A basic working knowledge of lifecycle nutrition ensures you will accurately interpret information that’s collected during the Dietary Assessment.</p>		
40	5011	<p>The VENA Process: Staff Competencies</p>	<p>Understanding WIC Nutrition Assessment Process:</p> <ul style="list-style-type: none"> <li>▪ Obtain relevant assessment data</li> <li>▪ Interpret data</li> <li>▪ Assign appropriate risk criteria</li> </ul>	<p>No graphic</p> <p>Animate words onto screen and make larger as we did in intro to VENA module</p>
		<p>An understanding of the WIC nutrition assessment process not only optimizes the use of dietary information for determining WIC eligibility, but also serves as one piece of information to consider as part of a comprehensive assessment.</p> <p>A clear understanding of the WIC assessment process ensures you’ll obtain relevant Dietary Assessment information and be able to relate this information to risk criteria.</p> <p>The overall goal is to improve the health status of participants and to empower them to make positive behavior changes. The WIC nutrition assessment process helps you do this.</p>		

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41	5012 The VENA Process: Staff Competencies	Anthropometric / Biochemical Techniques:  <ul style="list-style-type: none"> <li>▪ Demonstrates appropriate technique</li> <li>▪ Reads, records &amp; plots measurements accurately</li> <li>▪ Interprets data correctly</li> </ul>	Anthropometric and biochemical information are categories to consider as part of your assessment. The collection techniques used by staff affect both the accuracy and quality of the anthropometric assessment.  For example; if a child's height and weight are inaccurately recorded, this could result in the wrong risk criteria being assigned for growth (such as a child considered overweight, when in reality they are not). This affects your interpretation of dietary information because you are considering all of the potential reasons this child is overweight instead of considering normal growth.
42	5013 The VENA Process: Staff Competencies	Multicultural Awareness:  <ul style="list-style-type: none"> <li>▪ Understand &amp; appreciate – cultures, regional &amp; societal influences, &amp; religions</li> </ul> <p><b>Avoid Stereotyping!</b></p>	Multicultural awareness plays an important role in the collection and interpretation of dietary information. You need to have a basic understanding of cultural views and regional differences regarding food choices and dietary patterns.  Multicultural awareness also includes having respect for another person's feeding practices and eating behaviors related to their social, religious and cultural views during all stages of the lifecycle.  For example, do you know which foods are
			Visual Assets
			5012a: photo: kid having blood work taken  5012b: Kid being weighed
			5013a-d: photos: stock photos of different ethnicities eating
			Programming Instructions

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43	5014	The VENA Process: Staff Competencies	<p>Communication:</p> <ul style="list-style-type: none"> <li>▪ Talking with parent about feeding practices &amp; eating behaviors</li> <li>▪ Knowing when &amp; how to ask appropriate questions</li> </ul>	<p>commonly consumed - and how they are consumed – by WIC participants in your area?</p> <p>Do you consider this information when making dietary recommendations?</p> <p>Communication skills have a strong influence on your ability to obtain, clarify and interpret dietary information. Knowing what questions need to be asked; how they should be asked; and asking them in a friendly, non-threatening, and non-judgmental manner requires strong communication skills. This is an ART because you are using professional judgment and critical thinking, along with a style of communication appropriate for the particular participant.</p>	<p>5014a photo: Show WIC staff using a food model to introduce portion size making sure body language is appropriate</p> <p>5014b: in same location show another photo of wic staff appearing to ask a question</p>								
44	5015	The VENA Process: Staff Competencies	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Collecting all information before drawing conclusions</li> <li>▪ Recognizing factors that contribute to identified dietary issues</li> </ul>	<p>Critical thinking is used to organize and interpret dietary data along with anthropometric, biochemical, clinical, environmental and other information. You use critical thinking to identify any holes or gaps in the dietary information gathered. Adequate information must be obtained from all categories before making any conclusions.</p> <p>Critical thinking is used to link feeding practices and eating behaviors to the risks that may be present.</p>	<p>5015a graphic: use animated cog graphic from intro to Vena module</p>								
45	5016	Practice Exercise	<p>When Collecting information (Step 1), it is recommended that staff use open-ended questions</p>	<p>Once again it is time to practice what you have learned!</p>							Multiple Choice: B		

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46	5017 Practice Exercise	<p>that are:</p> <p>A. Very broad to collect as much information as possible</p> <p>B. Aimed at first seeing the 'big picture' and then narrowing down to focus on the more relevant information about eating behaviors &amp; patterns</p> <p>C. Geared to identifying nutrition risk for program eligibility</p> <p>D. Focused on food, not behaviors</p>	<p>When Collecting Information (Step 1), it's recommended that staff use open-ended questions that are:</p> <p>"a" ... Very broad to collect as much information as possible.</p> <p>"b" ... Aimed at first seeing the 'big picture' and then narrowing down to focus on the more relevant information about eating behaviors and patterns.</p> <p>"c" ... Geared to identifying nutrition risk for program eligibility, and/or</p> <p>"d" ... Focused on food, not behaviors</p> <p>(correct - letter B) – Well Done! In Step 1 staff should strive to obtain a general picture of what is going on with a participant and then progressively narrowing the scope of the discussion by using directed questions.</p> <p>(incorrect) – No, not quite – better go back and review! Letter B is the correct answer. In Step 1 staff should strive to obtain a general picture of what is going on with a participant and then progressively narrowing the scope of the discussion by using directed questions.</p> <p>(incorrect) – No, not quite – better go back and review! Letter B is the correct answer. In Step 1 staff should strive to obtain a general picture of what is going on with a participant and then progressively narrowing the scope of the discussion by using directed questions. "A" is incorrect because too much time can be wasted during the appointment if questions remain too broad. "C" is not correct because trying to identify risk before Step 2 Clarifying Information would be too preliminary. "D" is not correct, because a good dietary assessment should focus on behaviors, not just foods.</p> <p>VENA Competencies help staff work smarter, not harder. It's essential for staff to be both knowledgeable and skilled in employing these competencies to conduct EFFECTIVE and EFFICIENT Nutrition Assessments of and Nutrition Services for WIC Participants.</p> <p>Let's see how well you've learned them.</p> <p>Drag each Staff Competency on the left to Statement that best describes it on the right.</p> <p>(correct) - Great! You've got it!</p>	<p>6 items in the right column</p> <p>The user needs to drag the following to their correct location:</p> <p>Communication (= Use appropriate techniques to establish a relationship and begin a conversation.)</p>	<p>Drag and drop matching question,</p> <p>(Will require programming – there is a drag and drop in the intro to VENA module – screen 4009 -- See Neal with any questions --</p>



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			<p>Communication: Use appropriate techniques to establish a relationship and begin a conversation.</p> <p>Multi-Cultural Awareness: Include core foods and recognize their nutrient contribution in any assessment of eating patterns.</p> <p>Principles of Lifecycle Nutrition: Interpret and compare dietary practices of WIC participants to federal policy guidelines.</p> <p>Anthropometric and Hematological Data Collection: Demonstrate appropriate anthropometric measurement techniques.</p> <p>Nutrition Assessment Process: Apply risk definitions correctly and use appropriate cut-off values when assigning nutrition risks.</p> <p>Critical Thinking: Prioritize nutrition problems to be addressed.</p>	<p>Multi-Cultural Awareness (= Include core foods and recognize their nutrient contribution in any assessment of eating patterns.)</p> <p>Principles of Lifecycle Nutrition (= Interpret and compare dietary practices of WIC participants to federal policy guidelines.)</p> <p>Anthropometric and Hematological Data Collection (= Demonstrate appropriate anthropometric measurement techniques.)</p> <p>Nutrition Assessment Process (= Apply risk definitions correctly and use appropriate cut-off values when assigning nutrition risks.)</p> <p>Critical Thinking (= Prioritize nutrition problems to be addressed.)</p>	<p>answers need to be mixed up)</p>
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Applying The VENA Process

47	6001	Applying The VENA Process: Case Study	Putting VENA Into Practice	<p>At this point in the module, you've learned about the Dietary Assessment category; how this category fits in as part of VENA; and why dietary information is an essential piece of the assessment. Let's take a closer look at the</p>	<p>6001a photos: stock photos of food</p> <p>6001b photo: Picture of Angie – head shot</p>	<p>Are we only going to show one video in this section?</p>
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		<p>role of specific VENA staff competencies and how they are integrated within the VENA process.</p> <p>We'll do this with a little help from our case study "Angie." Recall from the Anthropometric module that Angie is a WIC success story! But when she first started coming to WIC, there were some concerns. Before we continue watching Angie's current recertification appointment, let's review the chart information that we have up to this point. (I do not think we should do this before the learning objectives)</p>			
48	6002	<p>Applying The VENA Process: Objectives</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>▪ Integrate the 5 steps &amp; 6 staff competencies of VENA</li> <li>▪ Collect &amp; prioritize dietary information</li> <li>▪ Determine interrelationship of "D" information with other assessment categories &amp; assigned risk criteria</li> </ul>	<p>In this section, you'll learn how to integrate the five steps of a VENA assessment as well as the six essential staff competencies. In addition, you'll explore how to collect and prioritize dietary information. You'll also practice how to determine the interrelationship of "D" information with the other assessment categories and assigned risk criteria.</p>	<p>6002a graphic: Owl graphic.</p>
49	6003	<p>Applying The VENA Process: Setting the Stage</p>	<p>Case Study:</p> <ul style="list-style-type: none"> <li>▪ Anthropometric</li> <li>▪ Biochemical</li> <li>▪ Clinical</li> <li>▪ Dietary</li> <li>▪ Environmental</li> <li>▪ Other</li> </ul>	<p>Reviewing a participant's chart is always an important part of the WIC appointment. Click on the appropriate folders below to find the information that was gathered at Angie's initial certification and first follow-up appointment, as well as the current</p>	<p>6003a graphic: from intro to VENA module – A, B, C, D E and O – should be puzzle pieces – bring in one at a time and fit together as one piece</p>

Shirley needs to create new growth charts for the file folders, which will be based on Appointment benchmarks: i.e., Initial Cert appt (2 yrs 9 mos); Recent appt (3 yrs) and then present day (3.5 yrs) The last folder will be empty at

anthropometric, biochemical and clinical data we have for this current recertification appointment.

Dietary information typically serves as a 'connecting point' during the assessment process, particularly to identify opportunities to counsel later for changes to improve participant health outcomes. When reviewing the chart remember to use your critical thinking skills to begin to put the pieces of the puzzle together and to identify areas where you need additional information.

this point in the module.

Option to stop module at this point. Link with file folders. Use chart note document and growth charts with appropriate plots to put into folders.

Information obtained in initial certification appointment (2 1/2 yo):

Ht: 36 1/4 in; Wt: 37#; BMI 99<sup>th</sup>; Hgb 10.3, both parents working outside of the home, grandma watches her during day, mom considers Angie to be a "picky eater", especially at dinner time, drinking lots of milk and juice; Angie often complains of a "belly ache"; mom assumes Angie watches TV almost all day (grandma watches her daily, and has problems with mobility); no medical conditions; family hx of overweight and type 2 diabetes.

Discussed the need to reduce fluids – suggested that mom reduce the amounts of milk and juice being given at home. Also discussed iron-rich foods and suggested using WIC cereals as snacks.

Goal: Provide milk at meals only and one 6oz. serving of juice every day.

Information obtained in follow-up appointment (2y9m):

Follow up: mom has cut back on milk and juice, but hasn't noticed much change in overall appetite – still picky, especially at dinner time. Mom took Angie to doctor

<p><b>50</b></p>	<p><b>6004</b></p>	<p><b>Applying The VENA Process: Setting the Stage</b></p>	<p><b>Review – “Pieces of the Puzzle”:</b></p> <ul style="list-style-type: none"> <li>▪ What pieces of information are most critical to look at before I talk to Angie’s mom?</li> <li>▪ What questions are already running through my mind?</li> </ul>	<p>After reviewing her files, you should feel more familiar with Angie.</p> <p>At this point in her recertification appointment, we have the anthropometric, biochemical and clinical information. But, it’s obvious we are still missing a critical component of the assessment process– the dietary information!</p> <p>Think about the unanswered questions you have. How are the pieces of the puzzle fitting together at this point? What types of</p>	<p><b>6004a photo:</b> show WIC staff looking at chart</p> <p><b>6004b:</b> show wic staff member in deep thought (place question marks over or above photo)</p>	<p>concerning bellyache, everything looked good, no further problems with this. Mom gave grandma info from last appointment, and grandma says she has cut back on her fluid intake during the day too. Grandma has started offering WIC cereal at snack time. Ht: 37in, Wt: 36#, BMI: 18.5 (95<sup>th</sup>)</p> <p>Reinforced importance of continuing to limit excessive milk/juice intake due to extra kcal and previous low Hgb, and to continue offering iron-rich foods daily.</p> <p>Goal: Continue offering WIC cereal once/day.</p> <p><b>Information obtained in recertification appointment (3 yo):</b>                  Weight: 35.5#, Height: 38inches, BMI: 17.3 (85<sup>th</sup> percentile), Hgb: 11.2</p>
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51	6005 Applying The VENA Process: Using Critical Thinking Skills	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Collect &amp; clarify assessment information</li> <li>▪ Focus on feeding practices &amp; eating behaviors</li> <li>▪ Identify related issues &amp; assign risk</li> </ul>	<p>questions do we need to ask to obtain relevant dietary information?</p> <p>To answer these questions, you'll need to use critical thinking. Critical thinking skills are important so that the WIC staff member can effectively use the appointment time to collect and clarify assessment information. Critical thinking allows staff to focus on feeding practices and eating behaviors to understand where WIC can make a difference.</p>	6005a graphic: use thinking head cog graphic that is animated from intro to VENA module	
52	6006 Applying the VENA Process: Using Effective Communication Techniques	<p>Communication Skills:</p>	<p>Always remember to use effective communication techniques to obtain needed information! As we discussed earlier this is achieved through the appropriate dialogue. The art of collecting and clarifying information includes rapport-building; the ability to integrate lifecycle knowledge and multicultural awareness; and to utilize various communication techniques, such as asking open-ended questions.</p>	6006a photo: show wic staff talking to Angie's mother	<p>Build/animate the following phrases around the photo</p> <p>Build Rapport</p> <p>Integrate Lifecycle Knowledge &amp; Multicultural awareness</p> <p>Open-ended Questions / Probing</p>
53	6007 Applying The VENA Process: Understanding Relationships	<p>What Is Angie Eating &amp; When Is She Eating It?</p>	<p>Using critical thinking and communication skills will help you determine what Angie is eating and when she is eating it. This information will help us see the big picture and understand the relationship between risks and behaviors.</p> <p>It's time to resume looking at her recertification appointment.</p>	6007a photo: show wic staff talking to Angie's mother	

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54	6008	Applying The VENA Process: Staff Competency	Example of Staff Competency: <ul style="list-style-type: none"> <li>Combining communication &amp; critical thinking skills to drill down &amp; explore connections</li> </ul>	In this video clip look at how the WIC staff member is using open-ended questions to drill down and integrate Dietary Assessment to get more information as to WHY Angie is described by her mom as a “picky eater”!  (SHOW VIDEO Clip V3)	Video clip in the pause mode	Video Clip 3									
55	6009	Applying The VENA Process: Case Study – Making Connections	Communication, Critical Thinking and Multicultural Awareness are important competencies used to make connections.	Did you notice how the nutritionist used open-ended questions? Also, that she remained non-judgmental when Angie’s mom responded? Were good questions asked about types of foods eaten and how much? Did you notice that staff displayed cultural sensitivity by respecting the food choices made by the family? By differentiating feeding practices between home and grandma’s the WIC staff can later use this information to provide reasonable and targeted education. Using critical thinking, the WIC nutritionist recognizes that the problem may actually be one of portion size and environment, not pickiness.	6009a photo: show photo of positive body language with wic staff talking to angie’s mother – open hands, warm, acknowledging participant  6009b photo: show photo of positive body language with wic staff talking to angie’s mother – open hands, warm, acknowledging participant										
56	6010	Applying The VENA Process: Case Study – Review	Staff Competencies: <ul style="list-style-type: none"> <li>Essential to steps in the VENA process</li> <li>Used to collect &amp; clarify information as well as identify related issues</li> </ul>	By watching the video clip, you have seen examples of staff competencies that are essential to various steps of the VENA process. These video clips emphasize the use of essential staff competencies to collect and clarify information as well as identify related issues.	6010a graphic: from intro to VENA module ABCDEO puzzle with steps of the VENA process with key words from the essential staff competencies (check visual assets for those intro module for those images) Highlight the first 3 steps of the										

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57	6011	Applying The VENA Process: Case Study – Review	<p>During Appointment:</p> <ul style="list-style-type: none"> <li>▪ Recognize verbal &amp; nonverbal cues</li> <li>▪ Avoid making assumptions about the participant</li> <li>▪ Guard against being judgmental</li> <li>▪ Keep an open mind</li> <li>▪ Avoid drawing conclusions</li> </ul>	<p>Remember during the appointment to recognize verbal and nonverbal cues; avoid making assumptions about the participant; guard against being judgmental; keep an open mind; and avoid drawing conclusions after looking at just one piece of the puzzle!</p>	<p>process.</p> <p>6011b photo: show photo of positive body language with wic staff talking to angie's mother – open hands, warm, acknowledging participant – looking participant in the eyes with a caring, listening, intent look</p>	
58	6012	Practice Exercise	<p>Drag the phrase stated by Angie's Mom on the left to the category it represents on the right.</p>	<p>Before we move on, let's take a moment to reflect on the video clip you watched. The video showed a conversation between Angie's Mom and the WIC staff where Mom is asked to explain why she thinks Angie is not getting enough food. Even though the nutritionist is conducting a dietary assessment, with this kind of open-ended question, a lot of clues about the possible interrelationship between the Dietary category and other assessment categories emerged.</p> <p>Let's see how well you can use your Critical Thinking skills to identify these relationships.</p> <p>Drag the phrase stated by Angie's Mom on the left to the category it represents on the right.</p> <p>(correct) - Great! You've got it!</p> <p>Clinical: "Look at her dad and me – we're both pretty big"</p> <p>Environmental: "I work all day and then I come home and make dinner"</p> <p>Environmental: "he likes to turn on the TV (during dinner"</p> <p>Environmental: "I never asked Mom about it cause she is looking after Angie for me"</p> <p>Dietary: "it's so hard to feed her, she wants the same thing over and over again."</p> <p>Environmental: "Money's really, really tight."</p>	<p>3 items in the right column</p> <p>The user needs to drag the following to their correct location:</p> <p>Clinical = "Look at her dad and me – we're both pretty big."</p> <p>Environmental = "I work all day and then I come home and make dinner."</p> <p>Environmental = "He likes to turn on the TV during dinner."</p> <p>Environmental = "I never asked Mom about it cause she is looking after Angie for me."</p> <p>Dietary = "It's so hard to feed her; she wants the same thing over and over again."</p> <p>Environmental = "Money's really, really tight."</p>	<p>Drag and drop matching</p> <p>(Will require programming – there is a drag and drop in the intro to VENA module – screen 4009 – See Neal with any questions – answers need to be mixed up)</p>

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59	6013	<p>Applying The VENA Process: Assign Risks</p> <p><b>Risk Assignment:</b></p> <ul style="list-style-type: none"> <li>Employ staff competencies to consider all categories</li> <li>Make sure all areas have been explored &amp; considered</li> <li>Effectively screen participants for potential areas of concern</li> </ul>	<p>Spoken Narration</p> <p>Before we can finish the assessment and assign risks, we need to make sure we understand how these pieces of information are interrelated. Put yourself in the staff member's shoes: has she considered all components of VENA: anthropometric; biochemical; clinical; dietary; environmental; and other data before making an informed decision about Angie?</p> <p>Are there any other areas that you would have explored or considered before risks were assigned? Can you explain your rationale for specific risks you might be thinking of?</p> <p>Remember, WIC is only a screening program. You should be screening participants for potential areas of concern in regards to current feeding practices and eating behaviors. In the absence of an assignable risk, <i>presumptive risk</i> is used and you need to think about how to address nutrition services based on presumptive risk.</p>	<p>Visual Assets</p> <p>6013a. Show Wic staff member that worked with Angie, reviewing the notes on the computer screen</p>	<p>Programming Instructions</p>
60	6014	<p>Applying The VENA Process: Documentation</p> <p><b>Dietary Documentation for Angie:</b></p> <ul style="list-style-type: none"> <li>What essential pieces of dietary information should be included?</li> <li>Is the reason why risks are assigned described?</li> <li>Is a care plan specified for follow-up at the next</li> </ul>	<p>Spoken Narration</p> <p>Now it's time to write the note for this appointment. WIC staff needs to include pertinent pieces of the assessment in the note and explain why the particular risks have been assigned to Angie. A care plan for Angie needs to be established for follow up at the</p>	<p>Visual Assets</p> <p>6013a. Show another shot of Wic staff that worked with Angie, reviewing the notes on the computer screen</p>	<p>Programming Instructions</p>



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		<p>appointment?</p>	<p>next appointment.</p> <p>Based on the appointment, staff should make sure the following is documented in the participant record: new height/weight/BMI values; relevant feeding practices and eating behaviors; parental or caregiver concerns; education and referrals provided; and any goals that have been set.</p> <p>A value enhanced WIC assessment should be well-documented and sets the stage for nutrition services that are tailored to the participant's needs. Documentation is an important starting point for the next appointment.</p>		
<b>61</b>	<p><b>6015</b></p> <p>Applying The VENA Process: Follow-up</p>	<p>Case Study:</p> <ul style="list-style-type: none"> <li>▪ Transition</li> <li>▪ Continuity of Care</li> <li>▪ Work efficiency</li> </ul>	<p>Follow-up is the transitional step between WIC visits and supports continuity of care. Think about follow-up as closing one loop and opening another. When documentation includes what needs to be addressed at the follow-up appointment, it's much easier for the next WIC staff member to pick up from the previous appointment, so Angie will get the best possible care at WIC.</p>	<p><b>6014a graphic:</b> Cyclical graphic in the executive summary of the VENA guidance pg. 10 graphic</p>	
<b>62</b>	<p><b>6016</b></p> <p>Applying The VENA Process: Case Study – Summary</p>	<p>Angie Today:</p> <ul style="list-style-type: none"> <li>▪ Family is making strides in feeding practices</li> <li>▪ Mom understands age age-appropriate portion sizes</li> </ul>	<p>Today, Angie's family is making great strides towards improving their feeding practices! Thanks to WIC, Angie's mom has a better understanding of age-appropriate portion</p>	<p><b>6015a photo:</b> shot of Angie smiling</p>	

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			<ul style="list-style-type: none"> <li>Grandma is playing a more proactive role in helping her make healthier food choices</li> <li>WIC helped family make positive behavior changes to improve her growth &amp; development</li> </ul>	<p>sizes. She no longer fights (is this the right word here?) with Angie at mealtimes! And grandma is playing a more proactive role in helping Angie make healthier food choices. As a result, Angie's overall eating behaviors have improved.</p> <p>Angie is considered a "success" story here at WIC because we've helped her family make positive behavior changes to improve her growth and development.</p>		
<b>Summary</b>						
63	7001	Summary	<p>Improving the Dietary Assessment process helps WIC staff provide better nutrition services.</p> <p>Better WIC Services = Healthier WIC Families!</p>	<p>Thanks for taking the time to go through this important program. Now, let's summarize what you have learned.</p> <p>Improving the Dietary Assessment process helps WIC staff provide better nutrition services. Better WIC services help participants achieve better outcomes. And this means healthier WIC families.</p> <p>Assessing participant feeding practices and eating behaviors relies on a broad knowledge base combined with mastery of essential staff competencies.</p> <p>In the "Importance of Dietary Assessment" section, we defined the terms "feeding practices" and "eating behaviors."</p>	Needs visual asset(s) - pull from photos used in sections	
64	7002		<p>Importance of Dietary Assessment:</p> <ul style="list-style-type: none"> <li>Helps staff include a high level of WIC participant</li> </ul>			

	<ul style="list-style-type: none"> <li>involvement          Provides information that can be used for many critical purposes</li> </ul>		<p>We also discussed why it's critical that dietary assessment includes a high level of involvement from the WIC participant. In order for WIC staff to gain enough information to assess the "big picture," the participant needs to play an active role in this process.</p> <p>In addition, we explored how dietary assessment information is used for a multitude of purposes, from screening participants for WIC eligibility to aiding in the critical thinking process and tailoring nutrition services.</p>		
65	7003 Summary	<p>How Dietary Assessment Fits Into VENA:</p> <ul style="list-style-type: none"> <li>Focuses discussions on identifying relevant feeding practices &amp; eating behaviors</li> </ul>	<p>Next, in the How Dietary Assessment Fits Into VENA section, you learned that when communicating with participants, you should focus discussions on identifying relevant feeding practices and eating behaviors.</p> <p>We then discussed how a Dietary Assessment conducted using the VENA process helps us communicate with our participant more effectively and efficiently.</p> <p>In order to understand how dietary assessment fits into VENA, it's essential to recognize and avoid common mistakes. These include focusing on quantitative vs.</p>	<p>Needs visual asset(s)          – pull from photos used in sections</p>	

Title: Version Page	Dietary Assessment Module June 28, 2010 – NQ (JPL)	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
66	7004	Summary	<p>Components of Dietary Assessment:</p> <ul style="list-style-type: none"> <li>Screening applicants for inappropriate nutrition practices to determine if a dietary risk can be assigned to make the participant eligible for the program</li> <li>Assessing for eating behaviors &amp; feeding practices that may be associated with or help to explain a risk in a different category</li> <li>Assessing for participant concerns or problematic feeding practices that may not necessarily be linked to an assignable risk, but that can be improved through nutrition education</li> </ul>	<p>qualitative dietary information; not considering other assessment categories as they relate - and are influenced by - dietary assessment; and stopping the dietary assessment process too soon. Remember – dietary assessment is only one “piece of the puzzle”! It’s important to consider the other assessment categories – A, B, C, E and O – as part of the big picture.</p> <p>In the Components of Dietary Assessment section, you learned more about the components of Dietary Assessment and the process involved in conducting a complete assessment.</p> <p>We explored screening applicants to determine dietary risk for the purposes of eligibility and assessing for eating behaviors and feeding practices that may be associated with or help to explain a risk in a different category.</p> <p>As well as assessing for participant concerns or problematic feeding practices that may not necessarily be linked to an assignable risk, but that can be improved through nutrition education.</p>		<p>Needs visual asset(s) – pull from photos used in sections</p>	

Title: Dietary Assessment Module		Version June 28, 2010 – NQ (JPL)			
Page	Screen Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
67	7005 Summary	<p>The VENA Process &amp; Dietary Assessment:</p> <ul style="list-style-type: none"> <li>Incorporating the 5 steps of a VENA process - collect information, clarify information, identify risks, document &amp; follow-up</li> <li>Incorporating the 6 staff competencies - lifecycle nutrition knowledge, understanding WIC nutrition assessment process, anthropometric &amp; biochemical data collection techniques, multicultural awareness, communication &amp; critical thinking</li> </ul>	<p>Then in the VENA Process &amp; Dietary Assessment section, we looked at how Dietary Assessment is worked into the VENA process.</p> <p>We reviewed the five steps of a VENA process. Remember, these are collect information; clarify information; identify risks; document; and follow-up. The six essential staff competencies are integrated in this VENA process. These include lifecycle nutrition knowledge; communication skills; critical thinking skills; knowledge of the WIC nutrition assessment process; multicultural awareness; and accurate anthropometric and biochemical collection techniques.</p> <p>In addition, we explored how you'll need to incorporate the six essential staff competencies in collecting and interpreting dietary information. Remember these are lifecycle nutrition knowledge; understanding the WIC nutrition assessment process; anthropometric and biochemical data collection techniques; multicultural awareness; communication; and critical thinking.</p>	Needs visual asset(s) – pull from photos used in sections	
68	7006 Summary	<p>Applying The VENA Process</p> <ul style="list-style-type: none"> <li>"Angie" - Case Study</li> <li>Emphasized 3 staff competencies - effective</li> </ul>	<p>And lastly, you had the opportunity to apply the dietary assessment process to our case study example – Angie. In particular, we</p>	Needs visual asset(s) – pull from photos used in sections	

Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
		<p>communication techniques; critical thinking skills &amp; multicultural awareness</p> <ul style="list-style-type: none"> <li>- WIC staff needs to keep an open mind &amp; remain non-judgmental throughout the dietary assessment process</li> <li>- Include participant in every step of this process</li> </ul>	<p>emphasized three staff competencies in this case study example: effective communication techniques; critical thinking skills; and multicultural awareness.</p> <p>It's important to understand that throughout the dietary assessment process, WIC staff needs to keep an open mind and remain non-judgmental! Recognize that every WIC participant is unique, and their situation should be treated as such. It's essential to include the participant in every step of this process! This way, staff can ensure that their assessments remain personalized to the participant and their needs.</p>		

**Evaluation**

Title:	Dietary Assessment Module			Programming Instructions
Version	June 28, 2010 – NQ (JPL)			Visual Assets
Page	Screen	Header/Objective	Screen Text	Spoken Narration
			<p><i>Shirley, the following will provide a reference point for the evaluation questions. In reading over them, I felt we had to many “select the answer that best completes the statement” and we had too many “all of the above answers.” If IUP is unable to rework them I will be happy to as long as we have agreed on their content (i.e. making sure that the content in the questions is the content you want to test the learners on)</i></p>	
			<p><b>Learning Objectives for Dietary Module</b></p>	
			<p><b>Global objectives:</b></p> <ul style="list-style-type: none"> <li>▪ WHY: Dietary Assessment is important</li> <li>▪ HOW: Dietary Assessment fits into VENA</li> <li>▪ WHAT: the components of Dietary Assessment are</li> <li>▪ WHERE: staff competencies fit into the VENA Process</li> </ul>	
			<p><b>Section objectives:</b></p>	
			<p><b>1. Importance of Dietary Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Describe the WIC Dietary Assessment process</li> <li>▪ State the purpose of Dietary Assessment as a component of a WIC assessment</li> <li>▪ Use critical thinking skills to analyze &amp; assess food consumption in terms of behaviors</li> </ul>	
			<p><b>2. Fit with VENA</b></p> <ul style="list-style-type: none"> <li>▪ Describe the role of Dietary Assessment in VENA</li> </ul>	
			<p><b>3. Components</b></p> <ul style="list-style-type: none"> <li>▪ Describe the components of Dietary Assessment</li> <li>▪ Describe the process involved in a Dietary Assessment</li> </ul>	
			<p><b>4. VENA Process</b></p> <ul style="list-style-type: none"> <li>▪ Review the 5 steps of a VENA assessment</li> <li>▪ Describe the contribution of the 6 VENA staff competencies in collecting &amp; interpreting dietary information</li> <li>▪ Describe the relationships between the Dietary Assessment process &amp; 6 VENA competencies</li> </ul>	
			<p><b>5. Increasing Staff Competencies</b></p> <ul style="list-style-type: none"> <li>▪ Integrate the 5 steps &amp; 6 staff competencies of VENA</li> <li>▪ Collect &amp; prioritize dietary information</li> <li>▪ Determine interrelationship of “D” information with other assessment categories &amp; assigned risk criteria</li> </ul>	
69	A00	Evaluation	<p>This evaluation contains two types of questions:</p> <ul style="list-style-type: none"> <li>▪ True/False</li> <li>▪ Multiple choice</li> </ul> <p>There are 12 questions.</p>	<p>This concludes the Dietary assessment module content.</p> <p>Now is your chance to show what you've learned.</p> <p>This evaluation contains two types of questions:</p>
				<p>Question marks randomly appearing on screen.</p> <p>Questions will not need to provide any feedback.</p> <p>80% is passing score</p>
				<p>Evaluation consists of 12 questions that use multiple choice and true/false</p>

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
70	A01	Evaluation	<p>Dietary Assessment is a critical piece in WIC because _____.</p> <p>A. it supplies specific dietary information for diet instruction.</p> <p>B. it is not just about getting food but helping people make behavior changes.</p> <p>C. dietary assessment determines the risk code.</p> <p>D. dietary assessment determines educational literature to be given.</p>	<p>True/False, and Multiple choice</p> <p>There are 12 questions.</p> <p>Please follow the instructions for each of the questions. When you finish, your score will be presented to you.</p> <p>Good Luck!</p> <p>Dietary Assessment is a critical piece in WIC because:</p> <p>a. it supplies specific dietary information for diet instruction.</p> <p>b. it is not just about getting food but helping people make behavior changes.</p> <p>c. dietary assessment determines the risk code, or</p> <p>d. dietary assessment determines educational literature to be given.</p>		Correct Answer: B
71	A02	Evaluation	<p>True or False</p> <p>Food choices have short and long-term effects on health status.</p> <p>A. True</p> <p>B. False</p>	<p>True or False</p> <p>Food choices have short and long-term effects on health status.</p> <p>a. True, or</p> <p>b. False.</p>		Correct Answer: A
72	A03	Evaluation	<p>Dietary assessments that focus on behaviors and identified risks help the nutritionist better _____.</p>	<p>Dietary assessments that focus on behaviors and identified risks help the nutritionist better</p> <p>a. tailor the food choice</p> <p>b. identify nutrition education</p> <p>c. select the referrals</p> <p>d. all of the above</p>		Correct Answer: D



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Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
73	A04	Evaluation	<p>A. tailor the food choice            B. identify nutrition education            C. select the referrals            D. all of the above</p> <p>The importance of a quality Dietary Assessment is _____.</p> <p>A. develop a high degree of interaction with participant or caregiver and the WIC staff            B. to collect the needed information            C. to clarify the information.            D. all of the above.</p>	<p>The importance of a quality Dietary Assessment is:            a. develop a high degree of interaction with participant or caregiver and the WIC staff            b. to collect the needed information            c. to clarify the information.            d. all of the above.</p>		Correct Answer: D
74	A05	Evaluation	<p>True or False</p> <p>The WIC staff have a prescribed manner in which to conduct a quality assessment.</p> <p>A. True            B. False</p>	<p>True or False</p> <p>The WIC staff have a prescribed manner in which to conduct a quality assessment.</p> <p>a. True, or            b. False</p>		Correct Answer: B (False)
75	A06	Evaluation	<p>The Dietary Assessment should _____.</p> <p>A. actively engage participant and WIC staff member.            B. provides a partial picture of the participant's practices and behaviors.            C. be used to verify referral information.            D. identifies food likes and dislikes.</p>	<p>The Dietary Assessment should</p> <p>a. actively engage participant and WIC staff member.            b. provides a partial picture of the participant's practices and behaviors.            c. be used to verify referral information.            d. identifies food likes and dislikes.</p>		Correct Answer: A
76	A07	Evaluation	<p>True or False</p> <p>Open-ended questions assist the WIC staff member in</p>	<p>True or False</p> <p>Open-ended questions assist the WIC staff member in obtaining a full picture of the participant's food</p>		Correct Answer: A (True)

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Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
77	A08	Evaluation	<p>obtaining a full picture of the participant's food behavior.</p> <p>A. True B. False</p> <p>The Dietary Assessment information is required to _____.</p> <p>A. obtain information that might explain other identified risk criteria. B. Screen applicants C. identify concerns D. ascertain participant acceptability E. allow tailored intervention F. aid in critical thinking G. all of the above.</p>	<p>behavior.</p> <p>a. True b. False</p> <p>The Dietary Assessment information is required to:</p> <p>a. obtain information that might explain other identified risk criteria. b. screen c. identify concerns d. ascertain participant acceptability e. allow tailored intervention f. aid in critical thinking g. all of the above.</p>		Correct Answer: G
78	A09	Evaluation	<p>Where are the health outcomes expectation for each participant type defined?</p> <p>A. In the participant's chart B. In the doctor's referral C. In the VENA Guidance document D. In the Anthropometric manual</p>	<p>Where are the health outcomes expectation for each participant type defined?</p> <p>Select the best answer.</p> <p>A. In the participant's chart B. In the doctor's referral C. In the VENA Guidance document, or D. In the Anthropometric manual</p>		Correct Answer: C
79	A10	Evaluation	<p>How do you know when your style of asking for dietary information results in a Value Enhanced Dietary Assessment?</p> <p>A. When you can fill in the chart proficiently B. When a working partnership develops between you and your</p>	<p>How do you know when your style of asking for dietary information results in a Value Enhanced Dietary Assessment?</p> <p>Select the best answer.</p> <p>a. when you can fill in the chart proficiently b. when a working partnership develops between you and your participant c. when you get a correct BMI, or d. when the growth chart is age appropriate</p>		Correct Answer: B

Title: Dietary Assessment Module		Version June 28, 2010 – NQ (JPL)		Page		Screen Header/Objective		Screen Text		Spoken Narration		Visual Assets		Programming Instructions	
80	A11	Evaluation		<p>participant</p> <p>C. When you get a correct BMI</p> <p>D. When the growth chart is age appropriate</p>	<p>When a nutrition services package is inappropriate to meet the participant's need, more than likely the WIC staff member has _____.</p> <p>A. not considered information from other categories</p> <p>B. stopped the Dietary Assessment before it was complete</p> <p>C. focusing on quantitative information instead of qualitative.</p> <p>D. all of these are common mistakes by WIC staff</p>	<p>When a nutrition services package is inappropriate to meet the participant's need, more than likely the WIC staff member has</p> <p>a. not considered information from other categories</p> <p>b. stopped the Dietary Assessment before it was complete</p> <p>c. focusing on quantitative information instead of qualitative.</p> <p>d. all of these are common mistakes by WIC staff</p>				Correct Answer: D					
81	A12	Evaluation		<p>One of the most important tools in a WIC staff member's toolbox is _____.</p> <p>A. the ability to ask open-ended questions.</p> <p>B. critical thinking abilities</p> <p>C. assessing which categories have missing pieces during the assessment</p> <p>D. all of these are important tools for use during the assessment process</p>	<p>One of the most important tools in a WIC staff members toolbox is:</p> <p>a. the ability to ask open-ended questions.</p> <p>b. critical thinking abilities</p> <p>c. assessing which categories have missing pieces during the assessment</p> <p>d. all of these are important tools for use during the assessment process</p>	<p>One of the most important tools in a WIC staff members toolbox is:</p> <p>a. the ability to ask open-ended questions.</p> <p>b. critical thinking abilities</p> <p>c. assessing which categories have missing pieces during the assessment</p> <p>d. all of these are important tools for use during the assessment process</p>				Correct Answer: D					
82	7001	Conclusion		Your score is _____:		<p>This concludes the Evaluation.</p> <p>Thank you for your attention and your hard work throughout this program!</p>				<p>Users score should appear in dynamic text in the center of the screen.</p> <p>Create link</p>					

Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
				<p>If you would like a copy of the Key Points for this module, please click on the "KEY POINTS" link.</p> <p>Remember, the better you are at providing services to mothers, infants and children, the healthier our WIC families will be.</p>		<p><b>Comment:</b> This information should be included in the Key Points Document. The broad health outcome expectations are ....</p> <ul style="list-style-type: none"> <li>• For pregnant women – "Delivers a healthy, full-term infant while maintaining optimal health status"</li> <li>• Post-Partum/Breastfeeding – "Achieves optimal health during the childbearing years and reduces the risk of chronic diseases."</li> <li>• Infants – "Achieves optimal growth and development in a nurturing environment and develops a foundation for healthy eating practices"</li> <li>• Children – "Achieves optimal growth and development in a nurturing environment and begins to acquire dietary and lifestyle habits associated with a lifetime of good health"</li> </ul>
83	7002	Conclusion	<p><b>Congratulations!</b></p> <ul style="list-style-type: none"> <li>▪ Passing score will be stored in the Learning Management System</li> </ul>	<p>Congratulations—Your passing score will be stored in the Learning Management System.</p>		<p><b>PASS:</b> Play this slide</p>
84	7003	Conclusion	<p><b>Sorry</b></p> <ul style="list-style-type: none"> <li>▪ You did not achieve passing score</li> </ul>	<p>I'm sorry, but you didn't achieve a passing score on the Evaluation. Please review the program again and attempt the Evaluation.</p>		<p><b>FAIL:</b> Play this slide</p> <p>Text build keyed to audio</p>

Title: Dietary Assessment Module						
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Page	Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
85	7004					Credits (use screen from Intro to VENA module) PA WIC logo PA DOH logo (from WIC) IUP logo (from WIC) JPL logo

**Course Style Guide: Grammar, Language, Capitalization, Spelling, Punctuation, Bulleted Items, List Items**

Screen with title and sentence

Screen with title and bulleted items

Words that must always be capitalized in screen text and graphics

Acronyms

Special word usage (spelling that is unusual)

Pronunciation Guide: (client's phone number - office: cell: )

Dietary Module – Table to Examine Congruence of Objectives, Practice and Evaluation Questions

Objective	Practice Question	Evaluation Question	Screen Number or Video Number
Describe the WIC Dietary Assessment process	<p>(2009) Which of the following is an example of a 'feeding practice' (versus an eating behavior)?</p> <p><b>A. Mom dislikes vegetables so does not eat them</b></p> <p><b>B. A child is a picky eater</b></p> <p><b>C. The caregiver limits fast food consumption to two times per week</b></p> <p><b>A child always wants chocolate milk with meals</b></p>		1004, 2003, 2004, 2005, 7001, 7002
State the purpose of Dietary Assessment as a component of a WIC assessment	<p>(2010) Dietary Assessment information is required for which of the following in WIC:</p> <p><b>A. To screen participants for inappropriate nutrition practices</b></p> <p><b>B. To determine participant acceptability &amp; use of WIC foods</b></p> <p><b>C. To obtain information that might explain other risk criteria</b></p> <p><b>D. All of the above</b></p>		2002, 2004, 2007, 2008, 7002
Use critical thinking skills to analyze & assess food	(3008) A consequence of focusing strictly on asking		2005, 2006

<p>consumption in terms of behaviors</p>	<p>participants to provide quantitative (e.g., how much) information about their dietary intake is:</p> <p><b>A. The participant may not know or remember portion size accurately.</b></p> <p><b>B. You might miss important connections with other assessment categories (A, B, C, E, &amp; O).</b></p> <p><b>C. Having quantitative information only may make it more difficult to tailor nutrition services to participant needs.</b></p> <p><b>D. All of the above</b></p>		
<p>Describe the role of Dietary Assessment in VENA</p>	<p>(4006) True or False</p> <p>Even though some problem feeding practices may not be associated with a risk for program eligibility, they are still important to assess because they may be associated with risk in other assessment categories.</p> <p><b>A. True</b></p> <p><b>B. False</b></p>		<p>3001, 3002, 3003, 3004, 3005, 7003</p>
<p>Describe the components of Dietary Assessment</p>			<p>4003, 7004</p>
<p>Describe the process involved in a Dietary Assessment</p>	<p>(3007) The best way to know if your style of collecting dietary assessment</p>		<p>3006, 4004, 6013, 7005</p>

	<p>information is likely to be effective is when:</p> <ul style="list-style-type: none"> <li><b>A. The caregiver / participant is actively involved in the process.</b></li> <li><b>B. You are able to 'fill in all the blanks' on your data collection form.</b></li> <li><b>C. You can identify at least one dietary risk.</b></li> <li><b>D. The caregiver / participant is able to report with confidence how often a particular food is consumed.</b></li> </ul>		
<p>Review the 5 steps of a VENA assessment</p>			<p>5003, 5004, 5005, 5006, 5007, 5008, 6014, 6015, 7005</p>
<p>Describe the contribution of the 6 VENA staff competencies in collecting &amp; interpreting dietary information</p>	<p>(5016) When Collecting Information (Step 1), it is recommended that staff use open-ended questions that are:</p> <ul style="list-style-type: none"> <li><b>A. Very broad to collect as much information as possible</b></li> <li><b>B. Aimed at first seeing the 'big picture' and then narrowing down to focus on the more relevant information about eating behaviors &amp; patterns</b></li> <li><b>C. Geared to identifying nutrition risk for program eligibility</b></li> </ul>		<p>4005, 5009, 7005</p>



	<p><b>D. Focused on food, not behaviors</b></p>		
<p>Describe the relationships between the Dietary Assessment process &amp; 6 VENA competencies</p>	<p>(5017) VENA Competencies help staff work smarter, not harder. It's essential for staff to be both knowledgeable and skilled in employing these competencies to conduct EFFECTIVE and EFFICIENT Nutrition Assessments of and Nutrition Services for WIC Participants.</p> <p>Let's see how well you've learned them.</p> <p>Drag each Staff Competency on the left to Statement that best describes it on the right.</p> <p>(correct) - Great! You've got it!</p> <p>Communication: Use appropriate techniques to establish a relationship and begin a conversation.</p> <p>Multi-Cultural Awareness: Include core foods and recognize their nutrient contribution in any assessment of eating patterns.</p> <p>Principles of Lifecycle Nutrition: Interpret and compare dietary practices of WIC participants to federal policy guidelines.</p> <p>Anthropometric and</p>		<p>5010, 5011 , 7006</p>

	<p>Hematological Data Collection: Demonstrate appropriate anthropometric measurement techniques.</p> <p>Nutrition Assessment Process: Apply risk definitions correctly and use appropriate cut-off values when assigning nutrition risks.</p> <p>Critical Thinking: Prioritize nutrition problems to be addressed.</p>		
Integrate the 5 steps & 6 staff competencies of VENA			5012, 5013, 5014, 6008, 6009, 3011
Collect & prioritize dietary information			5015, 6005, 6006, 6010
Determine interrelationship of "D" information with other assessment categories & assigned risk criteria	<p>(6012) Before we move on, let's take a moment to reflect on the video clip you watched. The video showed a conversation between Angie's Mom and the WIC staff where Mom is asked to explain why she thinks Angie is not getting enough food. Even though the nutritionist is conducting a dietary assessment, with this kind of open-ended question, a lot of clues about the possible interrelationship between the Dietary category and other assessment categories emerged.</p> <p>Let's see how well you can use your Critical Thinking skills to identify these relationships.</p>		6003, 6007

	<p>Drag the phrase stated by Angie's Mom on the left to the category it represents on the right.</p> <p>(correct) - Great! You've got it!</p> <p>Clinical: "Look at her dad and me - we're both pretty big"</p> <p>Environmental: "I work all day and then I come home and make dinner"</p> <p>Environmental: "he likes to turn on the TV (during dinner"</p> <p>Environmental: "I never asked Mom about it cause she is looking after Angie for me"</p> <p>Dietary: "It's so hard to feed her, she wants the same thing over and over again."</p> <p>Environmental: "Money's really, really tight."</p>		
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Introduction					
1	<p>Introduction: Welcome</p>	<p><b>QWIC LEARN: Building Competent WIC Staff</b></p> <p><b>Biochemical &amp; Clinical ASSESSMENTS</b></p> <p>This module was supported by USDA, Food &amp; Nutrition Services, Grants Management Division through the WIC Special Project Grants Program FY2007</p> <ul style="list-style-type: none"> <li>Improving the Biochemical &amp; Clinical Assessment process provides better nutrition services</li> <li>Better services = better outcomes!</li> </ul>	<p>Welcome to PA WIC's e-learning module on Biochemical &amp; Clinical Assessments for the USDA's VENA Initiative.</p> <p>In the Introduction to VENA module, you learned that a WIC assessment centers around information collected in six categories. This module will focus on two of these categories – Biochemical &amp; Clinical Assessments.</p>	<p>1001a graphic: Include: (PA WIC Logo)</p> <p><i>not in frame</i></p>	
2	<p>Introduction: Assessment &amp; Outcome Expectations</p>	<ul style="list-style-type: none"> <li>Improving Biochemical &amp; Clinical Assessment processes will help WIC staff provide better nutrition services. Better WIC services help participants achieve better outcomes.</li> </ul>	<p>In WIC, Biochemical &amp; Clinical Assessments are critical because they provide necessary pieces of information needed to paint the "big picture". For example, if a low hemoglobin level is identified in a child, information from all assessment categories must be considered. Important pieces of information from anthropometric; clinical; dietary; environmental; and other categories are used in assigning accurate risks.</p>	<p>1002a photo: 1002b photo: 1002c photo:</p>	

Title: Biochemical & Clerical Assessments Module Version: March 11, 2011 – NQ (JPL)	Page: Screen	Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
3	1003	Introduction: Overview	<p>1. Importance of Biochemical &amp; Clerical Assessments</p> <p>2. How Biochemical &amp; Clerical Assessments Fit into VENA</p> <p>3. The VENA Process</p> <p>4. Increasing Staff Competencies</p> <p>Components section was removed because we didn't feel there's enough info to necessitate an entire section - repetitive</p>	<p>The module content is broken down into the following four sections: the importance of Biochemical &amp; Clerical information in WIC assessment; how Biochemical &amp; Clerical Assessments fit into VENA; incorporating Biochemical &amp; Clerical Assessments into the VENA process; and the importance of staff competencies in conducting biochemical and clinical assessments.</p>	<p>1003a graphic: <del>not in frame</del></p>	<p>Menu items:</p> <ul style="list-style-type: none"> <li>• Introduction of Biochemical &amp; Clerical Assessments</li> <li>• How Biochemical &amp; Clerical Assessments Fit into VENA</li> <li>• The VENA Process</li> <li>• Increasing Staff Competencies</li> <li>• Summary</li> <li>• Evaluation</li> </ul>
4	1004	Introduction: Objectives	<ul style="list-style-type: none"> <li>• WHY: Biochemical &amp; Clerical Assessments are important</li> <li>• HOW: Biochemical &amp; Clerical Assessments fit into VENA</li> <li>• WHAT: the components of Biochemical &amp; Clerical Assessments are</li> <li>• WHERE: Staff Competencies fit into the VENA Process</li> </ul> <p><b>BETTER SERVICES = BETTER OUTCOMES</b></p>	<p>In this module, we'll discuss why Biochemical &amp; Clerical Assessments are important; how they fit into VENA; what the components of each are; and their relationship to staff competencies.</p> <p>Your ability to do better assessments will equal better services. The best assessments are those that can answer "why" particular risks are being assigned. Understanding "why" allows us to better tailor services to our participants. Remember, better services equal better outcomes for the participant.</p>	<p>1004a graphic: 1004b photo: 1004c photo:</p>	
5	1005	Introduction: Navigation		<p>Before we begin learning the ins and outs of Biochemical &amp; Clerical Assessments in VENA, let's take a look at how you can navigate this module.</p> <p>As you go through the module, the navigation</p>	<p>1005 graphics: Use navigation assets from Intro to VENA module Use animations from Intro to Vena module: Developer should point to or highlight</p>	

**Comment [NQ.1]:** Is there a reason the Components of Biochemical & Clerical Assessment section was removed? Just curious why it isn't needed if we are following the model of the Anthro & Dietary modules?

Title: Version: Page:	Biochemical & Clerical Assessments Module March 11, 2011 – NQ (JPL)	Screen Header/Objective	Screen Text	Spoken Narration	Visual Assets	Programming Instructions
			<p>buttons will let you access the content at your own pace. You can use the 'Next' and 'Back' buttons to move back and forth through the program.</p> <p>Click 'Pause' to pause the module, and 'Play' to re-start.</p> <p>The Menu will take you directly to the section you choose. You can access the Menu at any time by clicking on the Menu tab.</p> <p>If this is your first time using this module, we recommend allowing the module to play from start to end. You must view each section before you can complete this module.</p> <p>If you log off at any point, the next time you log on, the course will resume where you left off. You can review any section of this module as many times as you want. Use the Menu tab to return to any sections you wish to revisit.</p> <p>Along the way, be on the lookout for helpful links that will provide more detailed information about assessment categories.</p>	<p>various items in narration on screen as they are mentioned in narration</p> <p>Take new screen shot of this module and replace the screen shot in the existing Flash File - not in frame</p>		

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6	<p><b>2001</b></p> <p>Importance of Biochemical &amp; Clinical Assessments</p>	<p>Why are Biochemical &amp; Clinical Assessments important categories in WIC assessment?</p> <p>All biochemical &amp; clinical risks are related to nutrition.</p>	<p>Biochemical and clinical assessments are an integral part of VENA because they are directly related to nutrition services provided by WIC. All biochemical and clinical risks are related to nutrition yes, but we're trying to make the point that just about anything can be tied back to nutrition and can be addressed through WIC services; also, encouraging staff to use critical thinking to make these connections, and therefore, can be addressed with education, food and/or referrals. For example – while maternal smoking is considered a clinical risk, there are certainly nutrition implications for both mother and baby when a woman smokes during pregnancy.</p> <p>So, let's dig a little deeper to learn what Biochemical &amp; Clinical Assessments are all about.</p>	<p>2001a photo:</p>
7	<p><b>2002</b></p> <p>Importance of Biochemical &amp; Clinical Assessments: Objectives</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>▪ Describe the WIC Biochemical &amp; Clinical Assessments process</li> <li>▪ State the purpose of Biochemical &amp; Clinical Assessments as a component of a WIC assessment</li> </ul> <p>Varies by participant type</p> <p>Biochemical:</p>	<p>In this section, you'll learn about the biochemical and clinical assessment processes. You'll also learn the purpose of biochemical and clinical assessment as part of VENA.</p>	<p>2002a graphic:</p> 
8	<p><b>2003</b></p> <p>Importance of Biochemical &amp; Clinical</p>	<p>Varies by participant type</p> <p>Biochemical:</p>	<p>So, let's begin by examining how Biochemical &amp; Clinical Assessments supports the primary</p>	<p>2003a photo: 2003b photo:</p>

Comment [NQ2]: Aren't some related to environmental?



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<b>Assessments: Interpretation &amp; Use</b>	<ul style="list-style-type: none"> <li>• Hemoglobin/hematocrit</li> <li>• Blood lead levels</li> </ul> <p><b>Clinical:</b></p> <ul style="list-style-type: none"> <li>• Medical conditions (nutrition-related)</li> <li>• LBW/VLBW</li> <li>• LGA/SGA</li> <li>• Drug/alcohol/tobacco</li> </ul>	<p>mission of WIC.</p> <p>Biochemical and clinical information will vary depending on the participant category: pregnant; post-partum; breastfeeding; infant or child. In WIC, biochemical information collected includes hematocrit/hemoglobin levels and blood lead levels. Most WIC staff will collect blood samples and screen for anemia on-site. Some clinics may offer lead screening; others may rely on participant verification of a diagnosis of high lead levels.</p> <p>Clinical examples of information collected includes history of nutrition-related medical conditions, such as diabetes; history of low-birth weight or large-for-gestational-age infants; and current use of alcohol, drugs, and/or tobacco.</p>				<b>2004</b>	
<b>Importance of Biochemical &amp; Clinical Assessments: Definition &amp; Relationship to Risk</b>	<p><b>Defining Biochemical &amp; Clinical Assessments in WIC:</b></p> <ul style="list-style-type: none"> <li>• Objective pieces of info</li> <li>• Often requires documentation/proof of assessment information</li> <li>• Helps you to answer WHY</li> </ul>	<p>In WIC, Biochemical &amp; Clinical Assessments are much more than just asking about hemoglobin levels or previous pregnancies. Hemoglobin and lead levels are tangible or “concrete” pieces of information – they are values compared to standards to indicate anemia or elevated lead levels. Likewise, clinical information – while often self-reported- is not subjective in nature. A</p>	<p>2004a</p> <p>2004b photo:</p>				

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10	2005	Importance of Biochemical & Clinical Assessments: Data Collection	<p><i>WIC Training Manual – proper technique</i></p>	<p>participant either has a medical condition with nutrition implications, or they don't.</p> <p>Biochemical and clinical information can help fill in the gaps of assessment without lengthy interpretation. The information from both categories helps you answer “why” you are assigning risks.</p> <p>Biochemical &amp; Clinical Assessments that focus on the discovery of the relationship between behaviors and identified risks will help you to better tailor the foods, nutrition education, and referrals for your participants.</p> <p>Biochemical information is collected by obtaining a blood sample and testing hemoglobin or hematocrit levels. Lead level documentation may be brought in by a participant, or may be done on site. Proper collection techniques are necessary to ensure an accurate reading.</p> <p>For more information on the proper collection techniques please click on the link to view examples in the <i>WIC Anthropometric Training Manual</i>. This manual, or one like it for your state, provides information about correct equipment and technique to minimize errors. Once you have reviewed this document, you</p>	<p>2005a photo:</p> <p>2005b photo:</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p>link to PA WIC training document for proper collection procedures – hemoglobin/hematocrit</p>

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11	2006	<p>Importance of Biochemical &amp; Clinical Assessments: Data Collection</p> <p><i>Collecting Biochemical &amp; Clinical Data: effective communication techniques</i></p> <ul style="list-style-type: none"> <li>- Balance of open &amp; closed-ended questioning</li> <li>- Use appropriate terminology (professional judgment required)</li> </ul>	<p>may save it to your computer or close it and click the Next button to continue.</p> <p>Clinical information may be collected with the use of a written questionnaire, but ultimately, WIC staff must converse with participants to ensure the accuracy of the information. Often, close-ended questioning may expedite this process (do you have diabetes – yes or no?). If a participant discloses that they do have a medical condition with nutrition implications, such as gestational diabetes, more open-ended or probing questions are necessary to clarify information. WIC staff needs to make sure that “participant-friendly” terms are used when inquiring about medical information so as to avoid confusion. For example, some women may not be familiar with the term “gestational diabetes” – you may need to clarify with “high sugar levels.”</p> <p>2006a photo: 2006b photo:</p>
12	2007	<p>Importance of Biochemical &amp; Clinical Assessments: Quality Assessment</p> <p><i>A quality Biochemical &amp; Clinical Assessments paints a complete picture rather than a partial one.</i></p> <p><i>Bring in puzzle pieces one at a time, as the narrator is describing each line of thinking.</i></p>	<p>The goal of a Biochemical &amp; Clinical Assessment is to get a full picture – not a partial one.</p> <p>For example, imagine this scenario. . . .</p> <p>You obtain a hemoglobin sample from a 2-yr old child. The hemoglobin level is 10.8, indicating anemia. This value triggers you to start to think in several directions. Ultimately,</p> <p>2007a photo: 2007b photo: 2007c photo:</p>

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13	2008		Importance of Biochemical & Clinical Assessments: Quality Assessment	Critical thinking required to put together pieces of the puzzle!	<p>you want to find out "why" the hemoglobin level is low. Is the anemia related to a dietary factor, such as low consumption of iron-rich foods? Is there a clinical factor, such as a recent illness? Is there a biochemical factor, such as an elevated lead level? What about the child's height and weight – is the child's growth patterns related to the presence of anemia? What about environmental factors? Has the child's environment changed recently, and is this somehow related to the anemia? Are there any dental issues that need to be considered, especially if they impact the child's dietary intake? And finally, did you get a good blood sample? You simply cannot assume that the child must not be getting enough iron-rich foods and stop the assessment. Without considering the other assessment categories (A, D, E &amp; O), you have not "painted" a full picture.</p>		
					<p>Considering all assessment categories and how they are related requires the use of critical thinking, an important staff competency.</p>	<p>2008a photo: 2008b photo:</p>	
					<p>When you use critical thinking to analyze relationships among assessment categories, you increase the likelihood that appropriate</p>		

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14	2009 Importance of Biochemical & Clinical Assessments: Interpretation & Use	<p>Biochemical &amp; Clinical Assessments are Required to:</p> <ul style="list-style-type: none"> <li>▪ Screen applicants</li> <li>▪ Obtain information that might explain other identified risk criteria</li> <li>▪ Aid in critical thinking</li> <li>▪ Identify concerns</li> <li>▪ Allow a tailored intervention</li> </ul>	<p>risks will be assigned. Accuracy of risk assignment is dependent on how comprehensive the assessment is.</p> <p>In WIC, Biochemical &amp; Clinical Assessment information is required to: screen applicants for elevated hemoglobin/hematocrit and lead levels and clinical conditions that may have nutrition implications; obtain information that might explain other identified risk criteria; aid in the critical thinking process; identify specific concerns of the participant or caregiver and allow for a tailored intervention.</p>	<p>2009a photo:</p> <p>2009b photo:</p>	
15	2010 Importance of Biochemical & Clinical Assessments: Health Outcome Expectations	<p>Health Outcome Expectations Are Provided for Each Participant Type:</p> <ul style="list-style-type: none"> <li>▪ Pregnant woman</li> <li>▪ Post-partum / breastfeeding</li> <li>▪ Infant</li> <li>▪ Child</li> </ul> <p><u><a href="#">VENA Appendix C for Health Outcome Expectations by Participant Type</a></u></p>	<p>WIC has the potential to impact participant health outcomes.</p> <p>The VENA guidance document defines a health outcome-based WIC nutrition assessment as a positive approach to assessment for each WIC type. Instead of zeroing in on deficiencies and 'problems' our focus should be on gaining knowledge to better understand how WIC can help a participant or family achieve a healthy outcome.</p> <p>So, knowing that the desired health outcome for a child is to "achieve optimal growth and development in a nurturing environment..."</p>	<p>2010a photo:</p> <p>2010b photo:</p> <p>2010c photo:</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p>Link to VENA Appendix C for Health Outcome Expectations by participant type.</p>

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			<p>it's important to consider the impact of low hemoglobin/hematocrit levels or the presence of any medical conditions. For example, keeping a child's blood hemoglobin levels normal helps to ensure a healthy immune system, thereby lowering the risk of illness. Or for a child with a medical condition, such as asthma, it is important to consider the implications of chronic steroid use on nutrient absorption; appetite; and overall growth.</p> <p>Please click on the link for detailed information about how biochemical and clinical assessments help meet health outcome expectations for each WIC type. Once you have reviewed this document, you may save it to your computer or close it and click the next button to continue.</p>		
16	2011 Practice Exercise		Suggested question topic: How Biochemical & Clinical Assessments supports the primary mission of WIC		Correct Answer:
17	2012 Practice Exercise		Suggested question topic: What Biochemical & Clinical Assessments information is required to...		Correct Answer:
18	3001 How Biochemical & Clinical Assessments Fits Into VENA	How do I know when and if my style of asking for biochemical and clinical information is a Value Enhanced Nutrition	How do I know when and if my skills in obtaining biochemical and clinical information are part of a Value Enhanced Nutrition	3001a photo:	

19	3002	How Biochemical & Clerical Assessments Fits Into VENA: Objective	Learning Objective:	<ul style="list-style-type: none"> <li>Describe the role of Biochemical &amp; Clerical Assessments in VENA</li> </ul>	Assessment?"	
		<p>The thoroughness of your Biochemical &amp; Clinical Assessments relies upon developing a working partnership with the participant. Rapport building is crucial in establishing this relationship. Clinical information in particular may be considered sensitive, something that many participants are not comfortable sharing with a stranger. Participants need to feel comfortable enough to open up and provide critical "pieces of the puzzle" needed to conduct Biochemical &amp; Clinical Assessments. Techniques such as rapport building and displaying empathy are essential in opening the lines of communication between staff and participants.</p> <p><del>This section will explore the relationship between critical thinking and communication</del></p>	<p>At the end of this section you should be able to</p> <ul style="list-style-type: none"> <li>Describe the role of Biochemical &amp; Clinical Assessments in VENA</li> </ul>	<p>3002a graphic:</p> <p><del>not in frame</del></p>		
	3003	How Biochemical & Clerical Assessments Fits Into VENA: Common Mistakes	<p>Avoiding Common Biochemical Mistakes:</p> <ul style="list-style-type: none"> <li>Poor technique</li> </ul>	<p>The VENA process offers guidance in performing thorough Biochemical &amp; Clinical Assessments. When assessments are incomplete or key pieces of information are missing, a domino effect is created. The end</p>	<p>3003a photo:</p> <p>3003b photo:</p> <p>3003c photo:</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p>

**Comment [NQ3]:** Possibly add a transition here that says this section will explore this relationship between critical thinking and communication

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21	3004			How Biochemical & Clerical Assessments Fits into VENA: Common Mistakes	<p>Avoiding Common Clinical Assessments Mistakes:</p> <ul style="list-style-type: none"> <li>- <i>Improper assignment of clinical risk codes</i></li> </ul>	<p>result? Inaccurate conclusions are drawn and nutrition services cannot be properly tailored to meet the participant's needs.</p> <p>Take a moment to consider some of these common Biochemical Assessment mistakes:</p> <p>Poor technique in collecting hemoglobin / hematocrit samples can certainly lead to inaccurate conclusions in WIC assessment. WIC staff are trained on how to properly collect blood. It is important to follow sample collection procedures at all times.</p>	<p>link to PA WIC training document for proper collection procedures – hemoglobin/hematocrit</p>	
						<p>Another common mistake is the improper assignment of clinical risk codes. WIC staff are often not required to collect documentation regarding the diagnosis of a medical condition. At times, both staff and participants may become confused as to whether or not a medical diagnosis has been made.</p> <p>For example – the risk code “Hyperemesis” should be assigned for a pregnant woman with severe nausea and vomiting resulting in dehydration and acidosis. Because medical</p>	<p>3004a photo: 3004b photo: 3004c photo:</p>	



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22	3005	How Biochemical & Clerical Assessments Fits Into VENA: Common Mistakes	<p>Avoiding Common Clinical Assessment Mistakes:</p> <ul style="list-style-type: none"> <li>- WIC is a screening program</li> <li>- Stay within our realm of services</li> </ul>	<p>documentation is not required for the assignment of this risk code, staff may improperly assign this for a woman who was frequently vomiting early on in her pregnancy, was but never actually diagnosed with Hyperemesis. As a result, inaccurate conclusions may be made and nutrition services provided would not be tailored to the participant's needs.</p> <p>Periodic staff training may help alleviate any confusion regarding the meaning of risk codes as well as when documentation is necessary in order to assign.</p>	<p>A common clinical assessment mistake is forgetting your role as WIC staff. Some participants have complex medical conditions that may or may not have nutrition implications. As WIC staff, it is your responsibility to consider relevant clinical information as part of a comprehensive assessment, but never forget the overall goal of the assessment process! It is not our responsibility to provide medical information to participants or to diagnose them with a disease. Staff needs to remain within their abilities to address nutrition-related questions and concerns, without focusing too heavily on</p>	<p>3005a photo: 3005b photo: 3005c photo:</p>	

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23	<p><b>3006</b></p> <p><b>How Biochemical &amp; Clinical Assessments Fits into VENA: Common Mistakes</b></p>	<p>Avoiding Common Biochemical &amp; Clinical Assessments Mistakes:</p> <ul style="list-style-type: none"> <li>Not considering information from other categories (A, D, E &amp; O)</li> </ul>	<p>conditions that cannot be addressed through WIC services. At the same time, staff needs to remain empathetic to participant's situations. It may be a challenge at times to find a balance between being empathetic, and not letting medical-related questions and concerns (outside of our realm of services) direct the focus of the appointment.</p> <p>Another common Biochemical &amp; Clinical Assessments mistake is not considering information from other categories, in particular, "Environment."</p> <p>For example – the risk code "Closely spaced pregnancies" exists. This is an example of a clinical risk code, but obviously has important implications when the "environment" category is considered as part of the assessment. When a participant has been assigned this risk, WIC staff should assess her support system at home, and her abilities to provide food for herself and her children. Relevant information must be collected and interpreted from all categories as part of a comprehensive assessment.</p> <p>VENA can help you avoid these common Biochemical &amp; Clinical Assessments</p>	<p>3006a photo:</p> <p>3006b photo:</p> <p>3006c photo:</p>	

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24	3007	How Biochemical & Clinical Assessments Fits into VENA: One Piece of the Puzzle	<p>Biochemical &amp; Clinical Assessments information is just one piece of the puzzle of a VENA assessment.</p> <p>Biochemical &amp; clinical information should be considered with other factors (A, D, E &amp; O) to get a full picture.</p>	<p>The integration of Biochemical &amp; Clinical Assessments information with other assessment categories (A, D, E &amp; O) is crucial to a Value Enhanced Nutrition Assessment.</p> <p>Biochemical and clinical information must be considered as part of a total assessment that includes anthropometric, dietary, environmental, and other factors.</p> <p>Interpretation of biochemical and clinical information must take all of these factors into consideration. Biochemical and clinical information is only one piece of the puzzle that helps to form a complete picture of the WIC participant's needs.</p>	<p>3007a photo:</p> <p>3007b photo:</p> <p>3007c photo:</p>	
25	3008	How Biochemical & Clinical Assessments Fits into VENA	<p>Guidance is Provided on:</p> <ul style="list-style-type: none"> <li>▪ What to assess</li> <li>▪ What to collect</li> <li>▪ What to do</li> <li>▪ Suggestions for further assessment</li> </ul> <p><u>Relevant WIC Nutrition Assessment Information Tables</u></p>	<p>For more information on how to conduct thorough Biochemical &amp; Clinical Assessments, you can review the VENA guidance document. The information is broken down into assessment categories (ABCDEO) by participant type.</p> <p>This document is useful in helping WIC staff know "What to Assess," "What to Collect," and "What to Do." The "What to Do" section includes "Suggestions for Further Assessment" when a particular risk</p>	<p>3008a graphic: cover of vena guidance document <a href="#">not in frame</a></p> <p>3008b:</p>	<p>Screen doesn't auto advance.</p> <p>Instructions should show up on screen at the end:</p> <p>Click the 'Next' button to continue.</p> <p><a href="#">Link to Summary Tables in VENA Guide ... Appendix A</a></p>

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26	3009	Practice Exercise		<p>assignment is being considered.</p> <p>Please click on the link so that you can identify the suggested 'What to Assess, Collect and Do' for Anthropometric assessment. Once you have reviewed this document, you may save it to your computer or close it and click the Next button to continue.</p>		
27	3010	Practice Exercise		<p>Suggested question topic:</p> <p>How Biochemical &amp; Clinical Assessments Fit Into Vena question that use an example preferably tied in with a photo</p> <p>Suggested question topic:</p> <p>How Biochemical &amp; Clinical Assessments Fit Into Vena question that use an example preferably tied in with a chart or notes</p>		<p>Correct Answer:</p> <p>Correct Answer:</p>
<b>The VENA Process</b>						
28	4001	The VENA Process	How does following the VENA Process improve Biochemical & Clinical Assessments?	Now that we've explored Biochemical & Clinical Assessments, we'll look at how they fit within the VENA process.		4001a:
29	4002	The VENA Process: Objectives	Learning Objectives: <ul style="list-style-type: none"> <li>Review the 5 steps of a VENA assessment</li> </ul>	In this section, we'll review the five steps of VENA using an example that relates to Biochemical and Clinical Assessments.	4002a graphic: Owl graphic. Not in frame	
30	4003	The VENA Process: 5 Steps of VENA	Step 1 – Collect Information: <ul style="list-style-type: none"> <li>Biochemical – straightforward</li> </ul>	Biochemical information collected at WIC is straightforward: two values are collected and	4003a: 4003b:	

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31	4004	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Clinical – more involved</i></li> </ul>	<p>compared to standards to indicate the presence of anemia or elevated lead levels. Therefore, we will focus on clinical assessment information as part of a review of the five steps of VENA.</p>	
		<p>The VENA Process: 5 Steps of VENA Assessment</p> <ul style="list-style-type: none"> <li>- <i>Step 1 – Collect information:</i></li> <li>- <i>Methods vary widely by agency</i></li> <li>- <i>Questionnaire</i></li> <li>- <i>Begin with global question, narrow down</i></li> <li>- <i>Build rapport!</i></li> </ul>	<p>There is lots of information to be collected from the clinical category! Your agency may have a questionnaire for participants to screen for medical conditions. This may be helpful to use in addition to questioning the participant. You may want to consider starting with a global question, such as, “Do any diseases run in your family, such as diabetes, etcetera?”</p> <p>Keep in mind some participants may not be familiar with medical terms, such as “hypertension.” You may need to rephrase your language and say “high blood pressure,” instead.</p> <p>Remember, rapport building is essential in making participants comfortable enough to share relevant pieces of information. The use of close-ended questioning (such as those involving an answer of yes or no) is certainly appropriate for collecting clinical information. This makes sense, since a person either has a</p>	<p>4004a:</p> <p>4004b:</p>

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32	4005	The VENA Process: 5 Steps of VENA Assessment	<p>Step 2 – Clarify Information:</p> <ul style="list-style-type: none"> <li>▪ Increase understanding of Biochemical &amp; Clinical information</li> <li>▪ Consider interrelationship with A, D, E &amp; O</li> </ul>	<p>medical condition or they don't.</p> <p>Step 2 is to clarify information.</p> <p>The goal of clarifying information is to increase your understanding of the information collected so you can begin to consider whether a risk can be assigned or whether current practices are contributing to other identified risks.</p> <p>Keep in mind that as you gather information from a participant, you may frequently need to clarify what you are hearing in order to assign the proper risk. This is especially true for medical conditions, where both staff and participants may become confused concerning what is actually diagnosed versus what is believed to be diagnosed.</p>	<p>4005a:</p> <p>4005b:</p>	
33	4006	The VENA Process: 5 Steps of VENA Assessment	<p>Step 2 – Clarify Information:</p> <ul style="list-style-type: none"> <li>- Getting to the "why"</li> </ul>	<p>For example, let's say a mother has disclosed to you that her infant has been diagnosed with failure to thrive. You would obviously need to clarify some information to begin to understand contributing factors to this diagnosis.</p> <p>There are lots of potential questions to ask and different ways to go about asking them. A good Biochemical &amp; Clinical Assessment</p>	<p>4006a:</p> <p>4006b:</p>	

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Page	Screen	Header/Objective	Screen Text	should focus on why particular risks are being assigned.			
34	4007	The VENA Process: 5 Steps of VENA Assessment	<p>Step 3 – Identify Pertinent Risks:</p> <ul style="list-style-type: none"> <li>Continue using critical thinking</li> </ul>	<p>Step three of VENA is to identify pertinent risks and related issues. Before you can assign and prioritize risks, you must use critical thinking to synthesize the biochemical and clinical information as it relates to information from the other assessment categories (A, D, E, and O).</p>	4007a:		
35	4008	The VENA Process: 5 Steps of VENA Assessment	<p>Step 3 – Identify Pertinent Risks:</p> <ul style="list-style-type: none"> <li>Use combination of critical thinking + effective communication</li> <li>Consider relationship with all assessment categories (A, D, E &amp; O)</li> </ul>	<p>Consider the failure to thrive example; is there an underlying medical condition (for example, a physiological reason) that has contributed to this diagnosis?</p> <p>If so, what is the caregiver's role and how can WIC staff support the caregiver in helping the infant thrive? If no physiological and/or medical condition has been identified, what other factors (such as dietary and environmental) are potentially contributing to this diagnosis?</p> <p>What does the infant's growth patterns look like?</p> <p>Are there developmental delays?</p>	4008a: 4008b: 4008c:		

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36	4009			The VENA Process: 5 Steps of VENA Assessment	<p>Step 4 – Document:</p> <ul style="list-style-type: none"> <li>- Documentation piece should always include pertinent pieces of info</li> <li>- Should always answer the WHY questions</li> <li>- Includes both staff and participant care plan</li> </ul>	<p>Even though a risk of “failure to thrive” can be assigned based on the mother telling you that her infant has been diagnosed, you would still need to explore contributing factors from all assessment categories.</p> <p>Of course, a diagnosis of failure to thrive would be included in the documentation piece. This is true of any medical condition with nutrition implications.</p> <p>The specific disease or condition should always be documented, along with potential contributing factors from all assessment categories; what was addressed or discussed during the appointment; and both a staff plan for follow-up and participant care plan.</p> <p>The documentation piece should answer the “why” questions – why were these particular risk(s) assigned? What should be addressed in the follow-up appointment? In other words – what are priority areas for this infant?</p>	<p>4009a:</p> <p>4009b:</p>	
37	4010			Step 5 – Follow-up: Closing loop & setting stage		<p>The follow-up appointment is closing the loop and setting the stage for additional interactions.</p> <p>For example, an infant with failure to thrive</p>	4010a:	



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38	4011	The VENA Process: Staff Competencies Discussed in next section	will need additional contact time with WIC staff to monitor growth and provide tailored nutrition services.  Mastery of the six essential staff competencies is essential in performing VENA. The next section will review the staff competencies as they related to biochemical and clinical assessments.	
39	4012	Practice Exercise	Suggested question topic: Collecting and clarifying information	Correct Answer
40	4013	Practice Exercise	Suggested question topic: Identifying pertinent risks	Correct Answer
<b>Increasing Staff</b>				
41	5001	Increasing Staff Competencies: Applying the 6 Key Staff Competencies to Biochemical & Clinical Assessments  Staff competencies are expected knowledge & performance behaviors.	At every step of the VENA process, you'll need to incorporate the six essential staff competencies.  The VENA staff competencies are expected knowledge and performance behaviors for WIC staff. A mastery of these competencies ensures you'll be able to accurately collect and interpret biochemical and clinical information.	5001a:  5001a:
42	5002	Increasing Staff Competencies: Objectives: Describe the relationship between the Biochemical & Clinical Assessments process & 6 VENA competencies	At the end of this section you should be able to describe the relationship between the Biochemical & Clinical Assessments process & 6 VENA competencies	5002a graphic: Owl graphic. – not in frame

Comment [NQ4]: Is there a reason this section doesn't look at how staff competencies apply to the VENA process like they are applied in the Anthro and Dietary modules?

Comment [NQ5]: We can always use the Chart notes and Chart folders in this section and create new versions. Ideally, I thought we would walk the learner through a case study here, like we did in the Anthro and Diet modules. The only difference is we would use photos instead of video. To me these screens should be in section 4.

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43	5003	Increasing Staff Competencies:	Lifecyle Nutrition Knowledge:	<p>Adequate lifecyle nutrition knowledge helps staff understand how biochemical and clinical information is related to other assessment categories.</p> <p>For example, you are working with a participant who has gestational diabetes. An adequate level of lifecyle nutrition knowledge includes understanding how elevated blood glucose levels may affect a fetuses growth (increased risk large-for-gestational age – LGA) and a woman's weight gain during pregnancy; dietary recommendations for women with gestational diabetes; and implications after delivery (such as increased risk of developing type 2 diabetes and the importance of continuing healthy habits, to include breastfeeding).</p>	<p>5003a: 5003b:</p>	
44	5004	Increasing Staff Competencies:	Understanding W/C Nutrition Assessment Process:	<p>It's important that WIC staff have a clear understanding of the WIC nutrition assessment process. WIC Staff are expected to collect relevant information; assign appropriate risks; properly document the assessment; and tailor nutrition services to meet individual needs of the participant. For example; when assigning the risk "breastfeeding complications", it is important</p>	<p>5004a: 5004b:</p>	

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<p><b>45</b></p>	<p><b>5005</b> Increasing Staff Competencies:</p>	<p>Anthropometric &amp; Biochemical Techniques:</p>	<p>to conduct a comprehensive assessment of BOTH mom and baby. Consider pertinent pieces of information from all assessment categories, and assign proper risks to both mom and baby. In addition, appropriate referrals and education must be provided.</p> <p>WIC Staff are required to use proper anthropometric and hematological data collection techniques.</p> <p>Using the example of a woman assigned the breastfeeding complications risk, it is critical for staff to accurately measure the infant's weight and length in order to assess for a relationship between breast milk intake and growth, especially if mom is exclusively breastfeeding. Anthropometric and biochemical data are tangible pieces of information that are regularly collected at WIC appointments. If they are collected using improper techniques; or if they are misinterpreted; they can have a huge impact on the overall assessment process.</p>	<p>5005a: 5005b:</p>	
<p><b>46</b></p>	<p><b>5006</b> Increasing Staff Competencies:</p>	<p>Multicultural Awareness:</p>	<p>Multicultural awareness is important to consider in regards to biochemical and clinical assessments. For example, some cultures may view diabetes as relatively common, and therefore would prioritize this</p>	<p>5006a: 5006b:</p>	

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47	5007		Increasing Staff Competencies:	Communication:	<p>as information that needed to be disclosed with WIC staff. This is where effective communication techniques, such as establishing rapport, are vital in being able to collect relevant information for a comprehensive assessment.</p> <p>Effective communication techniques are part of the "art" of VENA. Not only are these essential in obtaining relevant information needed to conduct a comprehensive assessment, they are crucial in clarifying information and establishing relationships with participants.</p> <p>Once again, using the breastfeeding complications example, good communication is needed to not only understand why the complications exist, but how you can help this mom and baby become a great nursing pair! Remember, the more comfortable participants are with WIC staff, the more likely they are to share sensitive and critical pieces of information. Always take the time to establish rapport with your participants! It is a win-win situation!</p>	<p>5007a:</p> <p>5007b:</p>	
48	5008		Increasing Staff Competencies:	Critical Thinking:	<p>Critical thinking is used to organize and interpret biochemical and clinical data along with anthropometric, dietary,</p>	<p>5008a:</p> <p>5008b:</p>	

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Biochemical & Clerical Assessments Module	March 11, 2011 – NQ (JPL)			<ul style="list-style-type: none"> <li>▪ Collecting all information before drawing conclusions</li> <li>▪ Recognizing factors that contribute to identified dietary issues</li> </ul>	<p>environmental and other information. You use critical thinking to identify any holes or gaps in the information gathered. Adequate information must be obtained from all categories before drawing any conclusions.</p> <p>Using the breastfeeding complications example, think about this scenario:</p> <p>Mom says to you "My baby's not getting enough milk!"</p> <p>You need lots more information before proceeding. Once you have the information, you need to be able to "connect the dots" between assessment categories to establish relationships, or to get at the "why."</p> <p>Critical thinking is used to identify relationships between assigned risks and assessment categories, as well as to identify potential contributing factors in the assignment of risks.</p>		
49	5009	Increasing Staff Competencies:	<p>Bring in all six categories one at a time:</p> <p>Lifecycle Nutrition Knowledge WIC Nutrition Assessment Process Anthropometric &amp; Biochemical Techniques Multicultural Awareness</p>	<p>A mastery of these six staff competencies ensures staff's ability to incorporate biochemical and clinical information as part of VENA.</p>			

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50	Practice Exercise	Communication Critical Thinking	Suggested question topic:  Lifecycle Nutrition Knowledge		Correct Answer
51	Practice Exercise		Suggested question topic:  Anthropometric & Biochemical Techniques:		Correct Answer
52	5012		Suggested question topic:  Multicultural Awareness		
53	5013 Increasing Staff Competencies:	Shirley, the rest of these slides are a case study example. You could make this a sep. section if you wanted.	Consider this case study example: Mom brings in her 1-week old infant for a new baby appointment. She is a first-time mom. She is exclusively breastfeeding, and says that her baby is "not getting enough milk!" She's wants to continue breastfeeding, but is ready to transition to formula so the baby can have more to eat. Mastery of the six staff competencies ensures that you perform a comprehensive assessment. In a situation such as this, good critical thinking skills are essential! There are many pieces of the puzzle to consider, and many different relationships need to be identified and considered as part of your overall assessment.		
54	5014 Increasing Staff		Click on the chart labeled (). Review		

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55	5015	Increasing Staff Competencies:	Competencies:	<p>anthropometric data for mom and baby.</p> <p>We can go back and insert actual anthropometric numbers once Shirley approves. Will need time to look at growth charts to do this.</p> <p>B = mom; I = infant</p> <p>Anthropometric:</p> <p>B: weight at time of delivery; current weight. No recent substantial weight loss.</p> <p>I: Birth weight/length and current weight/length/head circumference. Indication of weight loss.</p>				
56	5016	Increasing Staff Competencies:	Competencies:	<p>Review biochemical data for mom.</p> <p>Biochemical:</p> <p>B: Hgb = 10.9</p> <p>Review clinical information for mom and baby:</p> <p>Clinical:</p> <p>B: No current/recent illness; no history of nutrition-related diseases. No history noted of breast surgeries. Pregnant once; first baby; vaginal delivery. Not currently taking any medications (except prenatal vitamin) or dietary supplements. Non-smoker; doesn't drink or take drugs. Is complaining of swollen, hard breasts and difficulty latching baby onto breast. No complaints of plugged ducts/mastitis/thrush. Does not have inverted or flat nipples.</p>				

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57	5017	Increasing Staff Competencies:			<p>!; full-term; no medical conditions or recent illnesses.</p>	<p>Now that we've assessed mom and baby's anthropometric, biochemical and clinical information, let's consider additional pieces of the puzzle. What else do we need to know in order to continue our assessment?</p> <p>Remember, key staff competencies such as communication; multicultural awareness; and critical thinking are essential in collecting, clarifying and interpreting information.</p> <p><i>Need to discuss which questions will be answered (info provided in charts); which will be left unanswered as part of the case study example.</i></p> <p>Here are examples of dietary information that we need to know to proceed with our assessment:</p> <p>Dietary:</p> <ul style="list-style-type: none"> <li>- The # times mom is breastfeeding in a 24-hr period (we also need to consider length time between feedings)</li> <li>- How long is the baby staying at the breast each time? Is the baby continuously sucking and swallowing? Does the baby</li> </ul>		



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				<p>fall asleep frequently at the breast? Remember, we already know that mom has complained of engorged breasts and problems with the baby latching onto the breast. This is very important information because mom may need help with latching her baby properly onto her breast.</p> <ul style="list-style-type: none"> <li>- How many wet and dirty diapers does the baby have in a 24-hr. period?</li> <li>- We know that mom has not started the baby on formula. But is she giving any water or juice to the baby?</li> <li>- Is she pumping? If so, how much does she pump/how often; and, does the baby already get breast milk in a bottle? If Yes – how often?</li> <li>- Type of nipple used?</li> <li>- Has mom made any changes to her diet recently (including caffeine)?</li> </ul>		
58	5018			Environmental factors are just as important to		



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59	5019			Other factors that should be assessed include: <ul style="list-style-type: none"> <li>- Has mom made any recent changes to her level of physical activity (for example – did she begin a new exercise program?)</li> <li>- Does she have any dental issues that could be impacting her food/beverage intake?</li> </ul>		
60	5020			Risk assignment: Based on our assignment, a risk of "breastfeeding complications" is assigned.		
61	5021			Documentation: The documentation piece should answer "why": why were these risk(s) assigned? Why did you see these particular relationships? What referrals and education were provided? What is the staff plan and the care plan for the participant, including participant goals?		
62	5022			Follow-up: Mom and baby are back for a follow-up appointment next month. <u>Insert concluding remarks about success!</u>		
63	5023	Practice Exercise		Suggested question topic: Communication		Correct Answer

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64	5024	Practice Exercise		Suggested question topic: Critical Thinking		Correct Answer
<b>Summary</b>						
65	6001	Summary	Improving the Biochemical & Clinical Assessments process helps WIC staff provide better nutrition services.  Better WIC Services = Healthier WIC Families!	Thanks for taking the time to go through this important program. Now, let's summarize what you have learned.  Improving the Biochemical & Clinical Assessments process helps WIC staff provide better nutrition services. Better WIC services help participants achieve better outcomes. And this means healthier WIC families.	6001a: 6001b:	
66	6002	Summary	Importance of Biochemical & Clinical Assessments:		6002a: 6002b: 6002c:	
67	6003	Summary	How Biochemical & Clinical Assessments Fits Into VENA:		6003a: 6003b: 6003c:	
68	6004	Summary	The VENA Process:		6004a: 6004b: 6004c: 6005a: 6005b: 6005c:	
69	6005	Summary	Increasing Staff Competencies:			
<b>Evaluation</b>						

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70	A00	Evaluation	<p>This evaluation contains two types of questions:</p> <ul style="list-style-type: none"> <li>• True/False</li> <li>• Multiple choice</li> </ul> <p>There are 12 questions.</p>	<p>This concludes the Biochemical &amp; Clinical Assessments module content.</p> <p>Now is your chance to show what you've learned.</p> <p>This evaluation contains two types of questions:</p> <ul style="list-style-type: none"> <li>• True/False, and</li> <li>• Multiple choice</li> </ul> <p>There are 12 questions.</p> <p>Please follow the instructions for each of the questions. When you finish, your score will be presented to you.</p> <p>Good Luck!</p> <p>Question #1</p>	<p>Question marks randomly appearing on screen.</p>	<p>Evaluation consists of 12 questions that use multiple choice and true/false</p> <p>Questions will not need to provide any feedback.</p> <p>80% is passing score</p>
71	A01	Evaluation				Correct Answer:
72	A02	Evaluation				Correct Answer:
73	A03	Evaluation				Correct Answer:
74	A04	Evaluation				Correct Answer:
75	A05	Evaluation				Correct Answer:

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76	A06	Evaluation	Question #6			Correct Answer:
77	A07	Evaluation	Question #7			Correct Answer:
78	A08	Evaluation	Question #8			Correct Answer:
79	A09	Evaluation	Question #9			Correct Answer:
80	A10	Evaluation	Question #10			Correct Answer:
81	A11	Evaluation	Question #11			Correct Answer:
82	A12	Evaluation	Question #12			Correct Answer:
83	7001	Conclusion	<p>Your score is _____.</p> <p><u>KEY POINTS</u></p> <p>This concludes the Evaluation.  Thank you for your attention and your hard work throughout this program!  if you would like a copy of the Key Points for this module, please click on the "KEY POINTS" link.  Remember, the better you are at providing services to mothers, infants and children, the healthier our WIC families will be.  Please click the next button to complete the program.</p>			<p>Users score should appear in dynamic text in the center of the screen.</p> <p>Create link to Key point document.</p> <p>Screen should not auto advance, please add the "click next" animation</p>

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84	Conclusion	Congratulations! Passing score will be stored in the Learning Management System	Congratulations—Your passing score will be stored in the Learning Management System.		PASS: Play this slide
85	Conclusion	Sorry You did not achieve passing score	I'm sorry, but you didn't achieve a passing score on the Evaluation. Please review the program again and attempt the Evaluation.		Text build keyed to audio FAIL: Play this slide Text build keyed to audio
86					Credits (use screen from Intro to VENA module) PA WIC logo PA DOH logo (from WIC) USDA LOGO IUP logo (from WIC) JPL logo

**Course Style Guide: Grammar, Language, Capitalization, Spelling, Punctuation, Bulleted Items, List Items**

Screen with title and sentence

Screen with title and bulleted items

Words that must always be capitalized in (Screen text) and graphics

Acronyms

Special word usage (spelling that is unusual)

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**Pronunciation Guide:** (client's phone number - office: cell: )

