

APPENDIX I

Evaluation Questions – Learners Complete BEFORE they have reviewed the module.

Intro to VENA Module

What does “VENA” stand for?

- A. Very Enhanced Nutrition Assessment
- B. Value Enhanced Nutrition Assessment ****
- C. Value Enhanced Nutrition Advantages
- D. Very Engaged Nutrition Assessment

VENA is a standardized process that focuses on accuracy in risk assignment and personalized nutrition services.

- A. True ****
- B. False

VENA was developed because of:

- A. The need for written guidance on how to conduct a WIC-specific nutrition assessment ****
- B. The rise in childhood obesity
- C. Findings by the Centers for Disease Control and Prevention
- D. To address changes to the WIC food package

Does the following statement represent a Pre-VENA or Post-VENA characteristic?
“Focus on finding dietary deficiencies using a Food Frequency Questionnaire.”

- A. Pre-VENA ****
- B. Post-VENA

Does the following statement represent a Pre-VENA or Post-VENA characteristic?
“Emphasis on dialogue and conducting comprehensive nutrition assessments.”

- A. Pre-VENA
- B. Post-VENA ****

Does the following statement represent a Pre-VENA or Post-VENA characteristic?
“Emphasis on conversation with the participant and critical thinking.”

- A. Pre-VENA
- B. Post-VENA ****

Continuity of care ensures that staff are “closing the loop” with proper documentation and follow-up.

- A. True ****
- B. False

Helping the participant feel valued in the WIC nutrition assessment process can be accomplished by:

- A. Focusing the appointment on finding deficiencies
- B. Telling the participant why they are at nutrition risk
- C. Engaging the participant in dialogue ****
- D. Identifying that you are a nutrition expert

The six categories of VENA assessment are:

- A. Anthropometric; biochemical; clinical; dietary; environmental; and other ****
- B. Anthropometric; biology; clinical; dietary; environmental; and other
- C. Anthropometric; biochemical; clinical; dietary; envision; and other
- D. Allowances; biology; clinical; dietary; envision; and other

Which of the following answers shows the steps of VENA assessment in the correct order?

- A. Clarify & synthesize information, collect information, document, identify risks, follow-up
- B. Collect information, clarify & synthesize information, identify risks, document, follow-up ****
- C. Follow-up, clarify & synthesize information, document, identify risks, collect information
- D. Collect information, document, clarify & synthesize information, identify risks, follow-up

Inappropriate feeding practices, being a picky eater and vegetarianism are all examples of the _____ assessment category.

- A. Anthropometric
- B. Biochemical
- C. Clinical
- D. Dietary ****
- E. Environmental

True or False

Critical thinking is a core competency of VENA.

A. True ****

B. False

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What type of question can critical thinking help us to answer?

- A. A “Who” question
- B. A “Why” question ****
- C. A “What” question

With VENA, assessment results are used to tailor the WIC nutrition services provided to the participant.

- A. True ****
- B. False

VENA was developed because of:

- A. The Department of Health and Human Services
- B. The Institute of Medicine ****
- C. The Food and Drug Administration
- D. Centers for Disease Control and Prevention

1. Please match the following statements as either Pre- or Post-VENA characteristics (by drawing a line from Pre- or Post-VENA to the corresponding bullets):

- | | | |
|--------------|---|--|
| a. Pre-VENA | — | • Focus on finding dietary deficiencies using a Food Frequency Questionnaire |
| b. Post-VENA | — | • Emphasis on dialogue & rapport building |
| | — | • Emphasis on conducting comprehensive nutrition assessments |
| | — | • Assessments for the determination of WIC eligibility only |

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 ****

Matching: Can you put the steps of VENA in correct order (by drawing a line connecting the Step to the corresponding bullet description)?

- | | | |
|-----------|---|--|
| a. Step 1 | — | • Clarify and synthesize the information |
| b. Step 2 | — | • Collect relevant information |
| c. Step 3 | — | • Document the appointment |
| d. Step 4 | — | • Follow-up as appropriate |
| e. Step 5 | — | • Identify pertinent risks |

Recent antibiotic use, closely spaced pregnancies, and asthma are all examples of the _____ assessment category.

- A. Anthropometric
- B. Biochemical
- C. Clinical ****
- D. Dietary
- E. Environmental//Family

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- B. False

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Anthropometric Assessment Module

Anthropometric measurements are important in WIC for all of the following reasons EXCEPT:

- A. To monitor growth
- B. To assess nutrition status
- C. To determine WIC eligibility
- D. To refer participants to weight management programs ****

For the health-outcome expectation of 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?

- A. Avoid alcohol, tobacco & illegal drugs
- B. Achieve desirable postpartum weight or BMI ****
- C. Receive ongoing preventive healthcare
- D. Breastfeed infant successfully

VENA recognizes that Anthropometrics is _____.

- A. The most important assessment category to consider
- B. Just one piece of the puzzle ****
- C. A stand-alone measure that paints an accurate picture about a participant
- D. Often the only piece of assessment information needed to assign a risk code

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?

- A. Pre-pregnancy weight or BMI
- B. Appetite & dietary intake

- C. Support system at home
- D. Physical activity
- E. All of the above ****

All of the following are important to learn and consistently use proper techniques to collect Anthropometric measures EXCEPT:

- A. A small measurement error can result in large errors
- B. Measurement influences eligibility determination
- C. Quality nutrition services including nutrition education cannot be provided to the participant without accurate assessment as a foundation
- D. Anthropometric measures do not influence other B, C, D, E & O assessments

Using a scale that has not been properly calibrated or "set to zero" before taking a weight measurement is an example of a(n) _____ error in Anthropometrics.

- A. Data entry error
- B. Equipment error ****
- C. Technique error
- D. Percentile error

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.

- A. Step 1: Collect relevant information
- B. Step 2: Clarify information
- C. Step 3: Identify pertinent risks & related issues
- D. Step 4: Document ****
- E. Step 5: Follow-up

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:

- A. Lifecycle Nutrition ****
- B. Anthropometric Assessment
- C. Multicultural Awareness
- D. Communication Skills
- E. Critical Thinking Skills

Which of the following B, C, D, E & O factors is most likely to affect a 3-year-old child's growth pattern?

- 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
- F. Need more information to make a determination ****

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's communication approach is effective in maintaining rapport with Mom because it _____.

- A. Focuses on the positive rather than the negative
- B. Links assessment information to the participant's individual concerns
- C. Avoids being judgmental or punitive
- D. Connects changes the 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 a response to Mom's statement, "To me, I still worry that she doesn't eat enough because she is 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 & then brainstorm ways to deal with it
- C. Politely disagree with Mom & 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

The WIC nutrition assessment focuses on a positive approach based on desired Health Outcomes.

- A. True ****
- B. False

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Anthropometric Assessment Module

The primary purpose of taking accurate Anthropometric measurements over time as part of a WIC nutrition assessment for children is to monitor growth.

- A. True ****
- B. False

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?

- A. Monitoring maternal weight gain ****
- B. Identifying a dental problem & making a referral
- C. Obtaining an accurate height measurement
- D. Identifying variety of fruits & vegetables consumed.

How does VENA help to avoid the common mistakes made when doing an Anthropometric Assessment?

- 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 ****

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 or she is at risk for underweight. All of the following should be included as next steps EXCEPT:

- A. Double-check the data for accuracy
- B. Give the Mom a flyer about high calorie snacks ****
- C. Ask questions about feeding practices & eating behaviors
- D. Determine whether there is a medical condition that needs to be considered

All of the following are components of Anthropometric Assessment for an infant EXCEPT:

- A. Weight
- B. Height ****
- C. Recumbent Length
- D. Head Circumference

Weighing an infant with a wet diaper is an example of a _____ error in Anthropometrics.

- A. Data Entry
- B. Equipment
- C. Technique ****
- D. Calibration

Review the photo for accuracy in taking a height & answer this question. All of the following points in the picture demonstrate good measurement methods EXCEPT:

- A. Feet are not together & flat on the floor ****
- B. Head is not against the wall with participant looking forward
- C. Shoes are not off
- D. Shoulders & back are not slouched

An inaccurate height measurement that results in a child being recorded as taller than he actually is will result in a greater likelihood that:

- 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

Engaging a participant in dialogue to better understand possible factors that may be influencing inadequate weight gain in the 2nd trimester of pregnancy is an example of a WIC staff member following the ____ of VENA.

- A. Step 1: Collect relevant information
- B. Step 2: Clarify information ****
- C. Step 3: Identify pertinent risks & related issues
- D. Step 4: Document
- E. Step 5: Follow-up

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 _____.

- A. Lifecycle Nutrition Knowledge
- B. Anthropometric Assessment
- C. Multicultural Awareness ****
- D. Communication Skills
- E. Critical Thinking Skills

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?

- A. Caregiver attitudes regarding Angie's eating habits

- B. Biological parent's BMI
- C. Presence of medical conditions that may affect growth
- D. All of the above should be clarified ****

Which of the following B, C, D, E & O factors is most likely to affect a 2-year-old child's growth pattern?

- A. Low hemoglobin
- B. History of type 2 diabetes
- C. Dislikes green vegetables
- D. Attends daycare 4 days per week
- E. Has not yet been to the dentist
- F. Needs more information to make a determination ****

Which of the following rapport building strategies was most important to help the participant to feel comfortable continuing to talk about Angie's weight?

- 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 and leaning back
- D. Beginning to look at the notes on the Anthropometric measures and at the growth chart

Which of the following "question phrases" is least effective to invite the participant to CLARIFY information?

- 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

How does the nutritionist use critical thinking skills to stay focused on Anthropometric Assessment and address Mom's concerns and confusion?

- 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 of being a picky eater

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The WIC nutrition assessment focuses on a positive approach based on desired Health Outcomes.

- A. True ****
- B. False

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Dietary Assessment Module

Dietary Assessment is a critical piece in WIC because _____.

- A. It supplies specific Dietary information for diet instruction
- B. It is not just about getting food but helping people make behavior changes ****
- C. Dietary Assessment determines the risk code
- D. Dietary Assessment determines educational materials to be given

Which of the following is an example of a 'feeding practice' (versus an eating behavior)?

- A. Mom dislikes vegetables so she does not eat them
- B. A child is a picky eater
- C. The caregiver limits fast food consumption to two times per week ****
- D. A child always wants chocolate milk with meals

The Dietary Assessment should _____.

- A. Actively engage the participant and the WIC staff member ****
- B. Provide a partial picture of the participant's practices and behaviors
- C. Be used to verify referral information
- D. Focus on identifying food likes and dislikes

True or False

Open-ended questions assist the WIC staff member to obtain a full picture of the participant's food behavior.

- A. True ****
- B. False

Dietary assessment information is required to _____.

- A. Obtain information that might explain other identified risk criteria
- B. Screen applicants
- C. Identify concerns
- D. Ascertain participant acceptability
- E. Allowed tailored intervention
- F. Aid in critical thinking
- G. All of the above ****

When a nutrition services package is inappropriate to meet the participant's need, more than likely the WIC staff member has _____.

- A. Not considered information from other categories
- B. Stopped the Dietary Assessment before it was complete
- C. Focused on quantitative information instead of qualitative
- D. All of these are common mistakes by WIC staff ****

Which of the following is common to all VENA Dietary Assessment strategies?

- A. High level of precision
- B. Interaction between the participant / caregiver & the WIC staff ****
- C. A lot of paperwork
- D. Standardized methods & questions to collect and clarify needed information

True or False

Dietary Assessments that focus on behaviors and identified risks help the nutritionist provide better nutrition services that will support better health outcomes for participants.

- A. True ****
- B. False

Where are the Health Outcome Expectations for each participant type defined?

- A. In the participant's chart
- B. In the doctor's referral
- C. In the VENA Guidance document ****
- D. In the Anthropometric Manual

When Clarifying Information, (Step 2), staff need to employ effective communication skills. All of the following are qualities of good communication EXCEPT:

- A. Make quick judgments so the appointment time is used effectively ****
- B. Keep an open mind
- C. Pay attention to verbal and nonverbal cues
- D. Use open-ended questions

One of the most important tools in a WIC staff member's toolbox is _____.

- A. The ability to ask open-ended questions
- B. Critical thinking abilities
- C. Assessing which categories have missing pieces during the assessment
- D. All of these are important for use during the assessment ****

How do you know when your style of asking Dietary information results in a Value Enhanced Dietary Assessment?

- A. When you can fill in the chart proficiently

- B. When a working partnerships develops between you and your participant ****
- C. When you get a correct BMI
- D. When you can fully determine the amount of a given food a participant is consuming

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Dietary Assessment Module

Drag & Drop items from the list of descriptions to the appropriate “Feeding Practice” or “Eating Behavior” columns.

| | Feeding Practices | Eating Behaviors |
|--|-------------------|------------------|
| Offering snacks 3 times per day | X | |
| Consuming meats before any other foods on the plate | | X |
| Refusing all foods except peanut butter and jelly sandwiches | | X |
| Using food as a reward | X | |
| Feeding baby whenever it cries | X | |
| Eating together as a family | X | |

Dietary Assessments that focus on _____ will help staff better tailor food packages, nutrition education, and referrals for participants.

- A. How much a participant is eating
- B. The relationship between food-related behaviors and identified risks ****
- C. Food preparation methods
- D. Food likes and dislikes

Dietary Assessment information is required for which of the following in WIC:

- A. To screen participants for inappropriate nutrition practices
- B. To determine participant acceptability & use of WIC foods
- C. To obtain information that might explain other risk criteria
- D. All of the above ****

The best way to know if your style of collecting Dietary Assessment information is likely to be effective is when:

- A. The caregiver / participant is actively involved in the process. ****
- B. You are able to ‘fill in all the blanks’ on your data collection form.
- C. You can identify at least one Dietary risk.
- D. The caregiver / participant is able to report with confidence how often a particular food is consumed.

A consequence of focusing interview questions on quantitative Dietary information only is the following:

- A. The participant may not know or remember portion sizes accurately.
- B. You might miss important connections with other assessment categories (A, B, C, E & O).
- C. Having quantitative information only may make it more difficult to tailor nutrition services to participant needs.
- D. All of the above ****

True or False

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.

- A. True****
- B. False

Match the question or statement that you might ask a participant with the Component of a Dietary Assessment it most closely addresses.

| | | |
|--|--|--|
| I think it is time to transition my daughter from a bottle to a cup but I am unsure how to go about doing this | | Identifying dietary risk(s) that can be assigned |
| Describe for me the types of foods (food groups) that you consume/avoid | | Associating eating behaviors and/or feeding practices with a risk in a different category (A, B, C, E & O) |
| How often are you breastfeeding your 2 month old infant and for how long? | | Assessing participant concerns that are not risks but may be improved through nutrition education |

When Collecting Information (Step 1), it is recommended that staff use open-ended questions that are:

- A. Very broad to collect as much information as possible
- B. Aimed at first seeing the 'big picture' and then narrowed down to focus on the more relevant information about eating behaviors & patterns****
- C. Geared to identifying nutrition risk for program eligibility
- D. Focused on food, not behaviors

Drag each Staff Competency to the Statement that best describes it.

| | | |
|--|--|--|
| Anthropometric & Hematological Data Collection | | Use appropriate techniques to establish a relationship & begin a conversation |
| Communication | | Include core foods & recognize their nutrient contribution in any assessment of eating patterns |
| Nutrition Assessment Process | | Interpret and compare Dietary practices of WIC participants to federal Dietary guidelines |
| Principles of Lifecycle Nutrition | | Demonstrate appropriate anthropometric measurement techniques |
| Multi-Cultural Awareness | | Apply risk definitions correctly & use appropriate cut-off values when assigning nutrition risks |
| Critical Thinking | | Prioritize nutrition problems to be addressed |

Drag the phrase stated by Angie's Mom to the category it represents.

| | Clinical | Environmental | Dietary |
|---|----------|---------------|---------|
| "Look at her dad and me we're both pretty big." | X | | |
| "I work all day and then I come home and make dinner." | | X | |
| "He likes to turn on the TV during dinner." | | X | |
| "I never asked Mom about it cause she is looking after Angie for me." | | X | |
| "It's so hard to feed her; she wants the same thing over and | | | X |

| | | | |
|------------------------------------|--|---|--|
| over again.” | | | |
| “Money’s really, really tight.” | | X | |

_____ is a staff competency that is essential to be able to synthesize Dietary information as it relates to information from other assessment categories (A, B, C, E & O).

- A. Lifecycle Nutrition Knowledge
- B. Critical Thinking ****
- C. Communication
- D. Anthropometric Data Collection Techniques

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Dietary Assessment Module

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Which of the following is common to all VENA Dietary Assessment strategies?

- A. High level of precision
- B. Interaction between the participant / caregiver & the WIC staff ****
- C. A lot of paperwork
- D. Standardized methods & questions to collect and clarify needed information

True or False

Dietary Assessments that focus on behaviors and identified risks help the nutritionist provide better nutrition services that will support better health outcomes for participants.

- A. True ****
- B. False

Where are the Health Outcome Expectations for each participant type defined?

- A. In the participant's chart
- B. In the doctor's referral
- C. In the VENA Guidance document ****
- D. In the Anthropometric Manual

When Clarifying Information, (Step 2), staff need to employ effective communication skills. All of the following are qualities of good communication EXCEPT:

- A. Make quick judgments so the appointment time is used effectively ****
- B. Keep an open mind
- C. Pay attention to verbal and nonverbal cues
- D. Use open-ended questions

One of the most important tools in a WIC staff member's toolbox is _____.

- A. The ability to ask open-ended questions
- B. Critical thinking abilities
- C. Assessing which categories have missing pieces during the assessment
- D. All of these are important for use during the assessment ****

How do you know when your style of asking Dietary information results in a Value Enhanced Dietary Assessment?

- A. When you can fill in the chart proficiently

- B. When a working partnerships develops between you and your participant ****
- C. When you get a correct BMI
- D. When you can fully determine the amount of a given food a participant is consuming

ID Number _____

Module #1:
VENA Overview

EVALUATION OF THE MODULE AS A
LEARNING TOOL

*Please complete AFTER you have completed ALL
Evaluation Questions.*

Stephanie A. Taylor-Davis, PhD, RD, LDN

Mia M. Barker, PhD

Cassandra Burgess, MS, RD

Shirley H. Sword, MS, RD, LDN

Module #1: VENA Overview – Pilot Test

Evaluation of the Module

Please CIRCLE your appropriate category: Staff Para-professional CPA Nutritionist/CPA

Please CIRCLE your sex: Male Female

How long have you been employed in your local agency? ____ years ____ months

Your feedback is very important to us. Please circle the number which reflects your evaluation of the module. Circle only one response for each question. Thank you.

Use the following scale: 5 = Excellent 4 = Good 3 = Fair 2 = Poor 1 = Just Plain Rotten

Overall Program

| | | | | | |
|--|---|---|---|---|---|
| A. Content was relevant to my learning needs. | 5 | 4 | 3 | 2 | 1 |
| B. Content (including new terms) was clearly presented. | 5 | 4 | 3 | 2 | 1 |
| C. Clarity of learning objectives (what you should learn). | 5 | 4 | 3 | 2 | 1 |
| D. Progression of content from beginning to end of module. | 5 | 4 | 3 | 2 | 1 |
| E. Overall organization of content and practice questions. | 5 | 4 | 3 | 2 | 1 |
| F. Clarity of module expectations (what was expected of you). | 5 | 4 | 3 | 2 | 1 |
| G. Relevance of pictures and graphics to aid learning. | 5 | 4 | 3 | 2 | 1 |
| H. Clarity of voice / narration. | 5 | 4 | 3 | 2 | 1 |
| I. Helpfulness of the Practice Questions and feedback during module. | 5 | 4 | 3 | 2 | 1 |
| J. Module is one that I would recommend to others. | 5 | 4 | 3 | 2 | 1 |

Please circle your response to rate the following characteristics of the module:

- | | | | |
|--|------------|------------|--------------|
| J. Amount of Information Presented was: | Too Little | Just Right | Too Much |
| K. Degree of Difficulty of Content was: | Too Easy | Just Right | Too Hard |
| L. Length of the presentation was: | Too Short | Just Right | Too Long |
| M. Pace that Information was presented: | Too Slow | Just Right | Too Fast |
| N. Module is one that I would recommend to others: | Maybe | Definitely | Probably Not |
| O. Number of Practice Questions was: | Too Few | Just Right | Too Many |

General

What was the most important thing you learned or gained today?

What was the least useful aspect of this module for you?

How will you use the information you learned today?

How could this module be improved in the future?

Please indicate your overall evaluation of this module by circling your response:

Excellent Good Average Fair Poor

Other Comments, Suggestions, Ideas for the revision of this module:

Thank you for your time to fill out this evaluation survey!