

Outline for Self Assessment Workbook

Introduction

Critical Thinking which includes the following

Overview and Instructions

Attachment

Questions

Answer Key

Stages of Change

Overview and Instructions

Questions

Answers

Rapport Building

Barriers to Effective Communication

Overview

Questions

Answers

Communication Techniques

Overview

Questions

Answers

Health Outcomes which includes the following

Overview

Questions

Answers

Self Assessment Workbook

In this workbook you will find modules developed as self assessment modules to test for competencies in critical thinking, rapport building and health outcomes used in nutritional assessments. This material can be used:

- to verify competency after the counselor completes the training
- for the counselor to use to “test out” and not have to participate in training
- to act as an update to reinforce competency requirements for WIC.

How the material is to be used will be decided by the state and regional WIC offices.

Please follow instructions found in each module to complete the assessment. The trainer will tell you how to submit your answers at the completion of each module.

Note to trainers:

When the material is used as a workbook to assess competency levels, it is recommended it be printed and put into a workbook format to allow the counselors to read and interact with the material. A copy of the self-assessment material for each module is located on the CD to allow for retrieval and printing.

The answers in the workbook for the visual case studies can be added to. Trainers are encouraged to view the visual case study and insert into the answer sheets any additional observations they make about the assessment process demonstrated and to emphasize the nutritional orientation of the particular region/state they represent.

Instructional Objective

To be considered competent in the area of critical thinking, the counselors will demonstrate proficiently by defining critical thinking in their own words, identifying of the benefits of using critical thinking as a thought process, and describing the progression of the critical thinking model as it pertains to WIC nutritional assessments.

Process and Instructional Tools	Overview
<p>This component is self-assessment. The counselor should follow instructions, complete the work, and evaluate success as directed in the module.</p> <p><u>Material Required</u> VCR/DVD Self Evaluation Workbook</p>	<p>The term <i>critical</i> in critical thinking is not meant to mean a negative – the term in this context means a thorough way to look at an issue</p> <p>Definitions of critical thinking: Critical thinking can be defined as</p> <ul style="list-style-type: none">• Thinking about thinking• The process of <u>analyzing</u> and <u>evaluating</u> and <u>creatively resolving</u> the stated question• A disciplined process of organizing and synthesizing information to evaluate and prioritize the information appropriately <p>Critical thinking involves an end, a goal, a reason for designing a response;</p> <ul style="list-style-type: none">• In the case of WIC counselors the critical thinking process is applied to interactions with participants with the end result of completing a superior quality nutritional assessment for participants. <p>Counselors often have to rely on what they see and hear to assist them in learning about the participant and their nutritional needs. This is usually done in a very brief period of time after starting the interview with the participant. It is important to validate the information you perceive during the interview.</p> <p>Instructions:</p> <p>Please answer the questions about critical thinking in the workbook provided. After responding to those questions please proceed to the overview of the exercise using a video scenario found in this workbook on page two.</p>

Critical Thinking Workbook (continued)

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

5. At the conclusion of the video and after checking the questions you would ask the grandmother about the child's nutritional habits please indicate in the section below the information you found is still missing for a complete nutritional assessment.

6. In the space below identify the primary and secondary issues you feel this participant has which she discussed with the counselor.

7. What participant goal would you prioritize to work on with the participant?

**Critical Thinking
Answer Key:
Grandmother/
grandson nutritional
assessment**

1. The critical thinking definition should include some or all of the following definitions; Thinking; A process to analyze, evaluate, resolve a question; a way of organizing and synthesizing information.
2. The use of critical thinking during a nutritional assessment allows you to develop a comprehensive “picture” of the participant and their nutritional needs. With this information you can develop appropriate counseling to address the participant issues as well as meet WIC program requirements for obtaining and giving information and referrals.
3. The steps you use to obtain information and their order are unique to you as an individual. The information included in the steps should at least include;
Knowing why you are meeting with participant;
knowing the information you need and comparing it with the information you have about this person;
knowing what information is missing and framing questions to obtain the information;
once you have the information organize what you have and if still missing information probing deeper;
using this information to develop a comprehensive nutritional picture of this participant and using the information to provide counseling .

4. Response to all of the questions on the attachment nutrition questions.

Missing items on the form include:

Questions you should ask because form incomplete	Area on mind map
Next doctor's appointment	Information gained from participant
Supplements/medications	WIC knowledge/ information gained from participant
Health issues	WIC knowledge/ information gained from participant
Other things child eats	Personal knowledge/WIC Knowledge/information

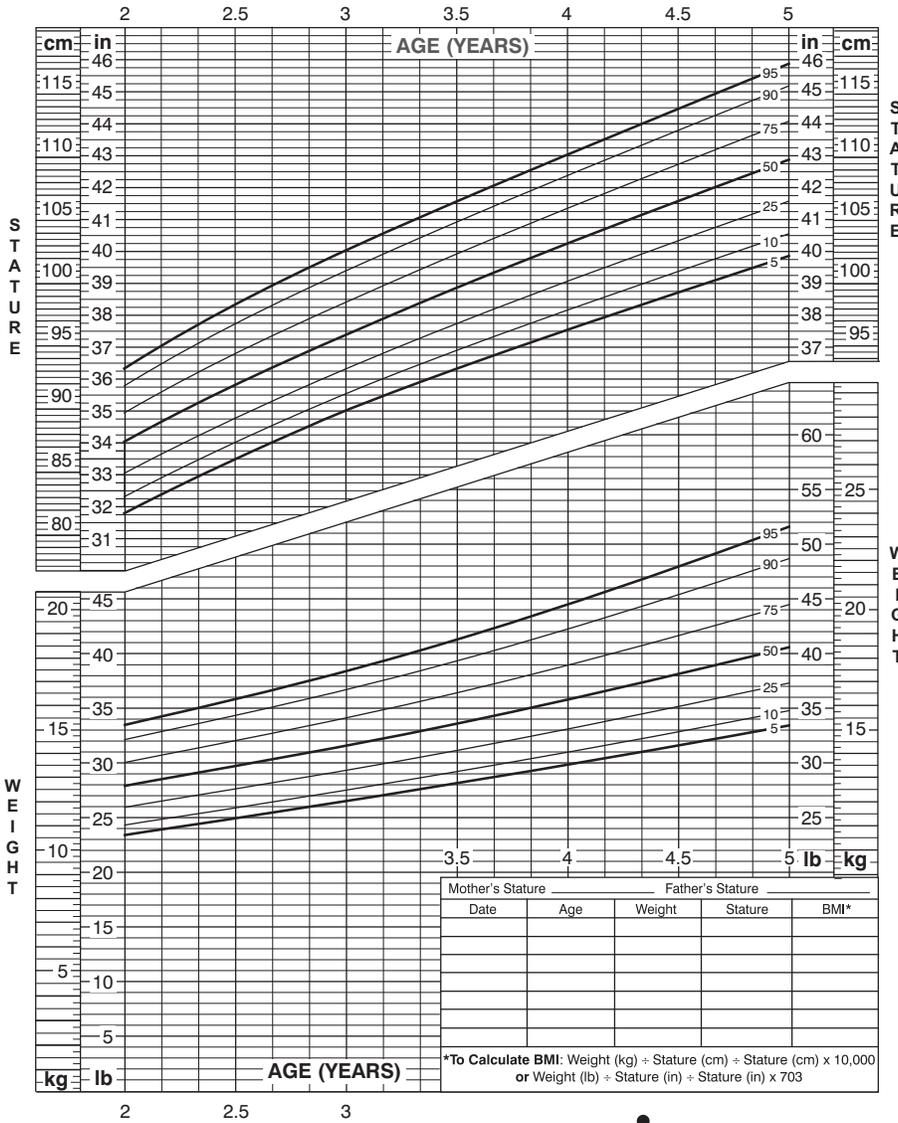
<p>Critical thinking Answer Key: Grandmother/ grandson nutritional assessment</p>		gained from participant
	Eating habits	Information gained from participant/personal knowledge
	Eating environment	Information gained from participant/personal knowledge
	Food preferences/self feeding ability	WIC Knowledge/ information gained from participant
	Exercise	WIC Knowledge/ information gained from participant
	Financial resources	WIC Knowledge/ information gained from participant
<p>5. Missing during the interview: more information about the eating environment, more information about on the child's meat eating preferences; how many times the family eats fast food.</p> <p>6. Issues of this grandmother and grandchild include:</p> <ul style="list-style-type: none"> • Lead levels of child • Eating environment provided • Poor eating habits of child – eat on the run • Low protein consumption of child <p>7. The primary issue the grandmother exhibits is asking for help in dealing with the high levels of lead the child has. This should be the focus of conversation for this counseling session with referrals as appropriate.</p> <p>To be considered competent in this area you should have identified all the steps in the critical thinking thought process with 90% accuracy. Given the multiple responses possible, the counselor would have included 15 of the possible 17 responses to the above questions.</p>		



2 to 5 years: Boys Stature-for-age and Weight-for-age percentiles

NAME _____

RECORD # _____



Available at <http://www.nal.usda.gov/wicworks>

SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2002).
<http://www.cdc.gov/growthcharts>



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Handout B

CHILD (2-4 YEARS) NUTRITION QUESTIONS

Child's Name: Sean Age of Child: 3 1/2 years

Please circle or write your answers to the following questions:

1. When is your child's next doctor's appointment? _____
Dentist? November 15

2. What do you give your child? Vitamins/Minerals Fluoride Iron
None Other Medications (list)

3. My child currently has: Allergies Wheezing Rash Constipation
Diarrhea None

4. What things, other than food, does your child eat? Dirt Clay
Carpet Fibers Laundry Starch Cigarette Butts Paint Chips
Dust Ashes None Other (list) _____

5. Has your child had a blood lead test? Yes No If yes, when?

6. How would you describe your child's eating?
OK Picky Too much Not enough
Other _____

7. How many times a week does an adult eat a meal with your child?
Never 1-3 times 4-6 times 7 or more times

8. Who prepares the meals for your family?

9. How would you describe meals with your family?
Usually pleasant Sometimes pleasant Not pleasant
Other _____

10. How many times a week does your family eat fast food or food from a restaurant?

Never 1-2 times 3-4 times 5 or more times

11. What does your child eat/drink on most days?

- Juice Soda Kool Aid/Punch Gatorade Water
- Fruits Vegetables
- Milk (Skim Low fat Whole) Cheese Yogurt Cottage Cheese
Pudding/Custard
- Meat Hotdogs Chicken Turkey Fish Tofu Beans/Lentils
Peanut Butter Eggs Nuts
- Breads Cereal Tortillas Rice Noodles Rolls Crackers
- Candy Cookies Cakes Donuts Ice Cream Chips French
Fries
- Other (list)

12. What are your child's favorite food(s)?

Mack Cheese, Applesauce

13. What food(s) does your child dislike or is unable to eat?

meat

14. My child uses the following to eat or drink: Breast Bottle Cup Spoon

Fork Fingers

15. What do you think about your child's size? Too little Too big OK

16. What kinds of activity does your child do?

Play with other children

17. How many hours is a TV on (includes video games, movies; game boy) in your house each day? _____

18. Do you ever run out of money or food stamps to buy food? Yes No

19. What nutrition and health questions do you have today?

For staff use only

Date: _____ WIC Staff

Name: _____

Participant WIC

ID#: _____ Height: 3'1" Weight: 37#

Hgb 11.5

Stages of Change

Instructional Objective: Counselors will describe Stages of Change Model and correctly identify a participant's stage of change.

Process and Instructional Tools	Outline
<p>This component is self assessment. The counselor should follow instructions complete the work and evaluate success as directed in the module.</p> <p><u>Material Required</u> VCR Self Evaluation Workbook</p>	<p>Prior to viewing the video, please list the steps in the Stages of Change model on the worksheet provided. Briefly describe each step.</p> <p style="text-align: center;">WATCH VIDEO SCENARIO</p> <p>Using the video scenario, identify which stage of change was being demonstrated by the participant. Record this on the worksheet.</p> <p>Compare your answers to the answers found in the answer key. To be considered competent in this area, a counselor should have correctly identified all of the stages of change and correctly identified which stage was demonstrated the video scenario.</p>

Stages of Change: Self-assessment

Stages of Change

List the Stages of Change below

1. _____
2. _____
3. _____
4. _____
5. _____

Identification of Stages of Change demonstrated in Video

1. _____
2. _____
3. _____
4. _____

Stages of Change: Self-assessment Answer Key

Stages of Change

List the Stages of Change below

1. Precontemplation
2. Contemplation
3. Preparation
4. Action
5. Maintenance

Identification of Stages of Change demonstrated in Video

1. Contemplation
2. Pre-contemplation
3. Preparation
4. Action

Barriers to Effective Communication

Instructional Objective: Counselors will describe language, cultural and physical barriers to effective communication.

Process and Instructional Tools	Outline
<p>This component is self-assessment. The counselor should follow instructions, complete the work and evaluate success as directed in the module.</p> <p><u>Material Required</u> Self Evaluation Workbook</p>	<p>On the worksheet provided identify the ethnic groups the counselor predominately works with, and the cultural and language barriers the counselor has encountered in counseling situations. The counselor will indicate which of these barriers is most significant and list three strategies s/he utilizes to overcome the barriers.</p> <p>Identify other barriers to effective communication and ways to overcome them.</p> <p>When completed, please refer to the answer key and compare answers with the overview of cultural issues found with a variety of ethnic groups.</p> <p>To be considered competent in this area, a counselor should identify with 90% accuracy the same issues found in the workbook with what s/he recorded in his/her self-analysis.</p>

Rapport Building: Self-assessment

Barriers to Effective Communication

Identify the ethnic groups encountered in counseling situations while at WIC

Indicate the cultural and language barriers found with counseling different ethnic groups

Indicate three strategies used to overcome the ethnic barriers;

1.

2.

3.

Identify some of the other barriers to effective communication in your WIC environment and list ways to overcome them

Rapport Building: Self-assessment

Barriers to Effective Communication (Answer Key)

Note: There are no right or wrong answers here. Make your answers specific to the environment in which you work.

Identify the ethnic groups encountered in counseling situations while at WIC.

Answers will be specific to each environment

Indicate the cultural and language barriers found with counseling different ethnic groups

Answers will be specific to the ethnic groups individuals work with. Range of answers could include: a variety of food practices, little or no English, low literacy

Indicate three strategies used to overcome the ethnic barriers that you have worked with in WIC.

Answers will vary but could include:

1. Use of interpreters
2. Understanding cultural food practices of specific groups being non judgmental
3. Use of simple terminology

Identify some of the other barriers to effective communication in your WIC environment and list ways to overcome them:

Answers will vary.

E.g., Arranging furniture to be conducive for one on one discussion
Changing focus away from computer

Communication Techniques

Instructional Objective: Counselors will identify nonverbal and verbal communication techniques which result in positive and effective communication.

Process and Instructional Tools	Outline
<p>This component is self-assessment. The counselor should follow instructions, complete the work and evaluate success as directed in the module.</p> <p><u>Material Required</u> VCR Self Evaluation Workbook</p>	<p>Define the following terms and give examples of when and why you would use these techniques:</p> <ul style="list-style-type: none"> • Open ended questions • Affirmations • Reflective Listening • Summarizing <p>Video scenarios have been developed to demonstrate a series of nonverbal behaviors. View the videos and record on the worksheet provided what behavior you see demonstrated. Also indicate if this behavior helps or hinders communication.</p> <p>Compare your answers with the answers on the answer key.</p> <p>To be considered competent in this area the counselors should identify with 90% accuracy the correct responses.</p>

Rapport Building: Self-assessment

Communication Techniques: Verbal and Nonverbal

Summarize the use of the OARS technique used in counseling:

Write three samples of open questions to be used in a WIC counseling situation.

1.

2.

3.

Identify the nonverbal behaviors used in the video and indicate whether they help or hinder the communication.

Write a summary of the dialogue used in the reflective listening video. Indicate the end result of the communication process using reflective listening.

Rapport Building: Self-assessment (Answer Key)

Communication Techniques: Verbal and Nonverbal (Answer Key)

Summarize the use of the OARS technique used in counseling:

OARS utilizes the use of Open Ended Questions. Counselor provides Affirmations and utilizes Reflective Listening in the counseling situation, and allows the participant to accept ownership of his or her situation. Lastly, any plan is Summarized by the counselor.

Write three samples of open questions to be used in a WIC counseling situation.

Answers may include the following type of questioning.

1. How often do you breast feed your baby?
2. Tell me how breastfeeding is working out for you and your baby?
3. Are there things that are important to you that we have not talked about today?

Identify the nonverbal behaviors used in the video and indicate whether they help or hinder the communication.

Good positioning
Welcoming facial expressions
Affirming expressions, nodding
Empathy
Chair facing participant

Write a summary of the dialogue demonstrated in the reflective listening video. Indicate the end result of the communication process using reflective listening.

Counselor listened to the participant and her concerns over feeding her child. He paraphrased what she had said affirming her concerns and provided suggestions for resolution.

Instructional goal

Counselors should demonstrate their ability to identify and describe health outcomes for participant categories, define risk determinants for each category and state a positive nutritional outcome for a selected participant category.

Process and Instructional Tools	Overview
<p>This component is self-assessment. The counselor should follow instructions, complete the work and evaluate success as directed in the module.</p> <p><u>Material Required</u> Self Evaluation Workbook</p>	<p>The counselor should record on the assigned sheet in the workbook the following:</p> <ul style="list-style-type: none"> • The five WIC participant categories for which desired health outcomes have been created • The desired health outcome for each participant category and where they will find this information • Definitions of the health determinants and one health determinant for each WIC participation category • A description of the use of risk factor codes in the health outcome based on WIC nutrition Assessments • A description of four rapport building and/or critical thinking techniques that one will use to conduct a WIC nutrition assessment using a positive health outcome approach. <p>When the counselor is finished, the answers should be compared to the answers found on the next page of the workbook. To be considered competent in these areas a counselor should achieve a 90% correct response rate in the answers.</p>

Workbook Answer Sheet for WIC Health Outcomes		
WIC participant Categories	Desired Health Outcome	Where will you find this information
1.		
2.		
3.		
4.		
5.		

6. Describe the use of risk factor codes in the health outcome based on WIC nutrition assessment.

7. Identify five rapport-building or critical thinking techniques one will use to complete a WIC nutrition assessment using a positive health outcome approach.

Workbook Answer Key for WIC Health Outcomes		
WIC participant Categories	Desired Health Outcome	Where will you find this information
1. Pregnant woman	Delivers a healthy, full-term infant while maintaining optimal health status	Appendix C, p.111
2. Breastfeeding woman	Achieves optimal health during the childbearing years and reduces risk of chronic diseases	Appendix C, p.112
3. Non-breastfeeding woman	Achieves optimal health during the childbearing years and reduces risk of chronic diseases	Appendix C, p.113
4. Infant	Achieves optimal growth and development in a nurturing environment and develops a foundation for healthy eating practices	Appendix C, p.114
5. Child 12-60 months of age	Achieves optimal growth and development in a nurturing environment and begins to acquire dietary and lifestyle habits associated with a lifetime of good health.	Appendix C, p.115

6. Describe the use of risk factor codes in the health outcome based on WIC nutrition assessment.

Risk factor codes identify WIC nutrition risk criteria as described in FNS Policy Memorandum 98-4. In the health outcome model, these codes are categorized with the health determinants that contribute to achieving the desired health outcome or goal for each participant category,

7. Identify five rapport-building or critical thinking techniques one will use to complete a WIC nutrition assessment using a positive health outcome approach.

There are a number of correct answers. The participant may select from the many techniques presented in the rapport-building and critical thinking modules.