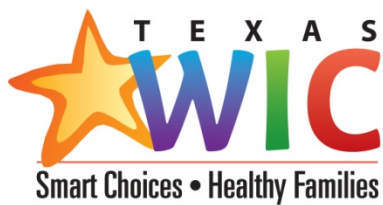


Preceptor Guidelines

WIC Certification Specialist (WCS) Training Program- Preceptor Guidelines



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Overview

The Preceptor Guidelines contain information for you to support the WIC Certification Specialist (WCS) candidate through the training and certification process.

Prerequisites to become a WCS

The training assumes that the WCS candidate has:

- at least 3-5 months working in a WIC clinic and understands the principles of the WIC program
- knowledge of WIC office practices, procedures, and arithmetic
- basic skills in computer data entry and word processing
- completed the state Nutrition modules

The Role of the Preceptor

As the preceptor, you will evaluate the WCS candidate throughout all four training phases. You may designate another staff member to oversee parts of the WCS' training at your discretion, but you are responsible for verifying the WCS candidate achieves the level of competency for WCS certification.

The WCS training program comprises of three main components:

1. Self-paced training, including:
 - case studies
 - hands-on activities and observations of clinic staff
 - quick checks and self-evaluations
 - module reviews
 - video segments
 - IDL training
2. Course exams.
3. Observations of the candidate's competencies.

When determined that the candidate has successfully completed the training program, the State Agency (SA) will issue an official WIC Certification Specialist certificate. This certificate will be recognized across the state and will serve as a guarantee that the person holding the certificate is qualified to function as a WCS at any clinic within Texas. Your name, as the preceptor for this WCS, will be required on the certificate.

Preparing for the WCS Training Program

You should complete the following tasks before your WCS candidate(s) begin training:

1. Review Training Materials

Review all the modules in the *WCS Certification Training* manual and make sure you are familiar with the course content and performance objectives. Be prepared to share your own experiences with the candidate for the self-evaluation activities.

2. Review Clinic and Local Agency Information

Your candidate(s) will come to you with questions on WIC policy, local agency and clinic procedures, and clinic equipment. Make sure you are prepared by knowing:

- the location of your agency's:
 - policy and procedure manual
 - high-risk referral guidelines and protocols
 - weighing and measuring equipment
 - hemoglobin and/or hematocrit collection supplies
- the flow of your local agency's clinic (process of certifying participants and determining eligibility)
- the process of referring medium and high-risk participants

Course Flow

The self-paced training consists of twelve modules. The modules build on skills as the course progresses. For this reason, the candidate needs to follow the prescribed sequence.

Phase 1: Building Professional and Interpersonal Skills
Module 1: Introduction to Texas WIC Certification Specialist Certification Training
Module 2: Ethics and Professionalism
Module 3: Critical Thinking
Module 4: Effective Communication Skills
Module 5: Rapport Building with a Diverse Population
Phase 1 Exam and Observations

Phase 2: Customer Service and Program Delivery
Module 6: Customer Service Skills
Module 7: Program Delivery
Phase 2 Exam and Observations

Phase 3: Data Collection
Module 8: Anthropometric Data Collection
Module 9: Biochemical Data Collection
Phase 3 Exam and Observations

Phase 4: Health Assessment, Individual Counseling, and Nutrition Education
Module 10: Health Assessment
Module 11: Individual Counseling
Module 12: Group Education Sessions
Phase 4 Exam and Observations

Supporting the WCS Candidate during Training

Schedule regular meetings with your candidate(s) to review her progress. Weekly meetings are recommended.

Arrange meetings with the candidate(s) for her to:

- ask questions on each module's content and learning activities
- clarify information
- review and discuss questions about the course exams after the exams have been taken
- designate clinic staff for her to observe
- provide permission for her to do the hands-on activities at the end of each module
- provide additional tasks to help the candidate acquire the competencies if she rates her confidence level low for some objectives

Steps to Completion

The candidate takes the training as self-paced with guidance and support from the preceptor or designated staff member.

Preceptors should arrange for the candidate to observe clinic staff performing the hands-on activities in each module with actual WIC participants.

After completing the modules for each phase, the candidate takes the phase exam. If she achieves a passing score of 80%, she may then begin performing the observations for that phase.

The candidate is observed by her preceptor demonstrating the acquisition of the key skills for each competency identified in the module. A standard competency-based evaluation observation form (included) will be used to rate her performance.

Pacing

The candidate has 3 to 9 months to complete the self-paced training modules.

Observations

You may have candidates with many years of WIC experience and that have been cross trained to perform many of the same duties they are learning as a WCS in training. However, prior experience should not exempt them from being observed by the preceptor. The training modules use best practice guidelines and the candidate should be observed performing the specific tasks as they are outlined throughout the course.

WCS Certification Candidate Progress

Copy and use the following chart to monitor the candidate's progress and record comments.

Candidate's Name:		Preceptor's Name:	
Module	Date Started	Date Completed	Comments
Module 1: Introduction to WCS Certification			
Module 2: Ethics and Professionalism			
Module 3: Critical Thinking			
Module 4: Effective Communication Skills			
Module 5: Rapport Building with a Diverse Population			
Phase 1 Exam			Exam Score:
Phase 1 Observations			
Module 6: Customer Service Skills			
Module 7: Program Delivery			
Phase 2 Exam			Exam Score:

WCS Certification Training Preceptor Guidelines

Candidate's Name:		Preceptor's Name	
Module	Date Started	Date Completed	Comments
Phase 2 Observations			
Module 8: Anthropometric Data Collection			
Module 9: Biochemical Data Collection			
Phase 3 Exam			Exam Score:
Phase 3 Observations			
Module 10: Health Assessment			
Module 11: Individual Counseling			
Module 12: Group Education Sessions			
Phase 4 Exam			Exam Score:
Phase 4 Observations			

Learning Activities

The course is comprised of a variety of learning activities. Learning activities address knowledge, skills and/or attitudes and can take a variety of forms designed for the candidate to gain a deeper understanding of the module content. The candidate applies and synthesizes her knowledge with hands-on activities and observations to simulate handling situations with real WIC participants.

Learning activities are identified in the modules with picture icons. Refer to *Module 1: Introduction to the WIC Certification Specialist (WCS) Certification Training*, chapter one, for a detailed description of these icons.

Additionally, you will find embedded throughout the modules:

Quick Checks will be a brief question in a variety of formats embedded in the module content in strategic places to reinforce key skills or to allow the candidate to evaluate her thoughts on a concept.

Quick Checks have two main purposes:

- to reinforce a concept which does not need to be revisited at the end of a section
- to provide repeated exposure and reinforcement of a difficult or key concept for the candidate that will be revisited at the end of the section or module

Observation Activities:

1. **Preceptor:** The **preceptor observing** the candidate(s); even though your candidate(s) may have years of experience working for WIC, it is imperative that they be observed performing the specific tasks as outlined throughout the course.
2. **Candidate:** Observations for the candidate to perform. This provides opportunities for the candidate(s) to observe staff in the performance of various job duties.



Videos: Video segments provide a variety of visual learning opportunities, for example, additional information about WIC and visual representations of some of the case studies. Some case studies have two video segments: Needs Improvement and Improved Version.

For these case studies we suggest that the candidate:

1. reads the case study
2. watches the Needs Improvement version of the video
3. answers the questions in the manual
4. watches the Improved version and check her answers



Rate Your Confidence: Rate Your Confidence: Video's or IDL's in this section are required viewing. The state will provide the preceptor with a list of current, relevant video's or IDL's for your candidate(s) to watch. As the preceptor, you will need to keep track of the IDL's or videos your candidate(s) view. Included in your preceptor guidelines is the WCS Video Tracking Checklist. You will turn in the checklist with the other materials you turn in once your candidate(s) have completed the training program.

Course Exam(s): A multiple choice, true/false, fill in the blank test based on the course content. There will be a course exam for each training phases.

Observation Checklist: After the candidate takes and passes each phase exam, her preceptor will observe her demonstrate the key skills needed for each competency. A standard competency-based evaluation observation form will be used to rate her performance.

After your candidate(s) successfully complete the training program, you will need to turn the following in to the state:

- WCS Certification Candidate Progress chart
- WCS Performance Verification with Preceptor's signature
- IDL/Video Checklist

Don't forget to make copies for your local agency's file record. After the SA receives all the requested materials, a certificate of completion will be mailed to the LA Director.

WIC Certification Training: Phase 1

Phase One Exam

Phase One Exam Answer Key

Performance Checklist

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WIC Certification Specialist Phase 1 Exam

This exam covers the following topics:

- Ethics and Professionalism
- Critical Thinking
- Effective Communication Skills
- Rapport Building with a Diverse Population

Name: _____

1. Which of the following do **not** represent objectivity?
 - a. treating all participants in a caring way regardless of their background of behavior
 - b. recommending a participant attend your church
 - c. focusing on providing the services the participant needs even if it is against your values
 - d. providing consistent and fair services at all times
2. Which of the following groups is protected from discrimination by the law?
 - a. race
 - b. religion
 - c. disability
 - d. All of the above
3. Which of the following is **not** an example of empowering participants to make decisions?
 - a. if the participant has ideas that are not nutritionally sound, tell her she must change her ways immediately
 - b. accepting the participant's offer to make small steps towards healthier decisions
 - c. brainstorming with a participant about solutions to her concerns
 - d. creating a plan of action for the participant with her input
4. Who of the following is approved to view a participant's confidential information?
 - a. the participant's boyfriend if the participant has given verbal permission
 - b. a pregnant participant's mother if the participant has not given written permission
 - c. an applicant/participant or the parent/guardian of an infant or child participant
 - d. the participant's doctor without the participant's written permission

WCS Certification Training Preceptor Guidelines

5. If you suspect a participant is committing fraud, do not give her any services and tell her you are reporting her.
True False
6. Match the component of the critical thinking pathway with the example. Write the letter in the space.
- | | |
|---|-------------------------|
| ___ “So, what I hear you saying is that you feel you are not getting enough sleep.” | a. Factual information |
| ___ The participant is pale and tired looking. | b. Reflective listening |
| ___ Blood Hemoglobin level of 10 g/dL | c. Questioning |
| ___ “How much milk does Sasha drink a day?” | d. Observations |
| ___ The child drinks too much soda. | e. Informed opinion |
7. In performing a pre-assessment, you must gather information. Mark the following types of information as either being WIC knowledge (W), information from the participant (I), or personal knowledge and experience (P).
- | | |
|--------------------------------------|------------------------------|
| _____ self-reported nutrition habits | _____ how WIC operates |
| _____ participant history | _____ life skills |
| _____ questioning skills | _____ extent of WIC services |
8. Asking probing questions can help to determine if information is relevant to the participant’s concerns.
True False
9. Which statement is **not** correct?
- look for ways to avoid documentation to save time
 - documentation helps WIC staff to start discussions with participants
 - documentation helps ensure that participant care is consistent and continuous
 - careful documentation is used to evaluate the quality of WIC services
10. Which statement is **not** correct?
- participant services are based on a prioritized list of needs
 - all breastfeeding mothers can receive the same counseling and services
 - the participant’s concerns are the focus of the services she receives
 - gather information and evaluate before deciding on solutions

11. Which of the following does **not** help to improve communication?

- a. leaning forward in chair, nodding and smiling
- b. maintaining eye contact
- c. patting and touching children without permission
- d. using time effectively

12. Match the statement that you should avoid with its alternative, more positive statement. Write the letter in the space provided.

_____ “Why on earth did you do that?”

a. “We need your son’s blood test results next time.”

_____ “Sit here!”

b. “We want you to be healthy. Exercise helps people stay healthy.”

_____ “You should exercise more.”

c. “I notice that you were late to your last 3 appointments.”

_____ “You always show up late!”

d. “Please feel free to have a seat while you are waiting.”

_____ “You have to bring your son’s blood test results.”

e. “I’m confused. Please clarify for me.”

13. Mark the following questions with an O for open-ended and a C for closed-ended question.

_____ “How much soda does Karim drink a day?”

_____ “Is this your first pregnancy?”

_____ “What would you like to talk about today?”

_____ “Did your doctor tell you to take prenatal vitamins?”

_____ “How do you feel about breast-feeding?”

14. Which of the following is **not** a good example of validating a person’s concerns?

- a. “I hear that a lot from new moms. That’s perfectly normal.”
- b. “You really did well with switching Rodrigo to skim milk.”
- c. “Mara’s weight is a little high now, but that’s not too unusual. I can help you move her in the right direction.”
- d. “You should have breast-fed David.”

15. Put a check mark before any of the items that would help and **not** hurt your communication with someone who is upset or angry.

_____ sighing

_____ acting defensive

_____ staying calm

_____ speaking in a caring yet firm tone

_____ dealing with the participant's feelings first and then the problem

16. Using terms of endearment, like "honey" and "sweetie" helps to build rapport with new participants.

True False

17. Mark the following True or False.

Humor is the same in all cultures. _____

You can assume that all generations of a culture have the same beliefs and values. _____

People from the same culture eat the same foods. _____

A participant may relate with many cultures, for example her religion, gender and her ethnic background. _____

Pregnant teens are a culture served by WIC. _____

18. When working with a professional interpreter, which should you **not** do:

- a. look at the participant rather than the interpreter
- b. explain to the participant why the interpreter is there
- c. make sure the interpreter understands all terms and what you are trying to say
- d. let family members help the interpreter tell you what the participant wants

19. Which of the following is **not** correct?

- a. handicap and crippled are acceptable substitutes for the word disability
- b. if talking to a person in a wheelchair for some time, sit in a chair to be at their level
- c. ask a person with a speech impediment short questions that can be answered with a short answer or a nod or a shake of the head
- d. don't assume a visually impaired person wants assistance, always ask first

20. Which of the following does **not** apply to working with participants with low literacy and language?

- a. avoid contractions (I'll, We'll etc.)
- b. avoid jargon
- c. use familiar words and words the participant uses
- d. give the participant additional written materials to help them understand

Total Score: _____

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WIC Certification Specialist Phase 1 Exam - Answer Key

This exam covers the following topics:

- Ethics and Professionalism
- Critical Thinking
- Effective Communication Skills
- Rapport Building with a Diverse Population

Name: _____

Scoring the exam:

Score 5 points for each correct answer **unless marked otherwise**. You can mark the scores on this sheet. The answer to each question can be found in the module (mod) and chapter (ch) indicated after each question.

1. Which of the following do **not** represent objectivity? (Mod. 2, Ch. 3)
 - a. treating all participants in a caring way regardless of their background of behavior
 - b. recommending a participant attend your church**
 - c. focusing on providing the services the participant needs even if it is against your values
 - d. providing consistent and fair services at all times
2. Which of the following groups is protected from discrimination by the law? (Mod. 2, Ch. 3)
 - a. race
 - b. religion
 - c. disability
 - d. All of the above**
3. Which of the following is **not** an example of empowering participants to make decisions? (Mod. 2, Ch. 4)
 - a. if the participant has ideas that are not nutritionally sound, tell her she must change her ways immediately**
 - b. accepting the participant's offer to make small steps towards healthier decisions
 - c. brainstorming with a participant about solutions to her concerns
 - d. creating a plan of action for the participant with her input

4. Who of the following is approved to view a participant's confidential information? (Mod. 2, Ch. 6)
- a. the participant's boyfriend if the participant has given verbal permission
 - b. a pregnant participant's mother if the participant has not given written permission
 - c. an applicant/participant or the parent/guardian of an infant or child participant**
 - d. the participant's doctor without the participant's written permission
5. If you suspect a participant is committing fraud, do not give her any services and tell her you are reporting her. (Mod. 2, Ch. 7) True **False**
6. Match the component of the critical thinking pathway with the example. Write the letter in the space. (Mod. 3, Ch. 1)
[Score 1 point for each correct answer]
- | | |
|--|-------------------------|
| <u>b</u> "So, what I hear you saying is that you feel you are not getting enough sleep." | a. Factual information |
| <u>d</u> The participant is pale and tired looking. | b. Reflective listening |
| <u>a</u> Blood Hemoglobin level of 10 g/dL | c. Questioning |
| <u>c</u> "How much milk does Sasha drink a day?" | d. Observations |
| <u>e</u> The child drinks too much soda. | e. Informed opinion |
7. In performing a pre-assessment you must gather information. Mark the following types of information as either being WIC knowledge (W), information from the participant (I), or personal knowledge and experience (P). (Mod. 3, Ch. 2)
- | | |
|---|---------------------------------|
| <u>I</u> self-reported nutrition habits | <u>W</u> how WIC operates |
| <u>I</u> participant history | <u>P</u> life skills |
| <u>P</u> questioning skills | <u>W</u> extent of WIC services |
8. Asking probing questions can help to determine if information is relevant to the participant's concerns. (Mod. 3, Ch. 3) **True** False
9. Which statement is **not** correct? (Mod. 3, Ch. 4)
- a. look for ways to avoid documentation to save time**
 - b. documentation helps WIC staff to start discussions with participants
 - c. documentation helps ensure that participant care is consistent and continuous
 - d. careful documentation is used to evaluate the quality of WIC services

10. Which statement is **not** correct? (Mod. 3, Ch. 4)

- a. participant services are based on a prioritized list of needs
- b. all breastfeeding mothers can receive the same counseling and services**
- c. the participant's concerns are the focus of the services she receives
- d. gather information and evaluate before deciding on solutions

11. Which of the following does **not** help to improve communication?
(Mod. 4, Ch. 2-3)

- a. leaning forward in chair, nodding and smiling
- b. maintaining eye contact
- c. patting and touching children without permission**
- d. using time effectively

12. Match the statement that you should avoid with its alternative, more positive statement. Write the letter in the space provided. (Mod. 4, Ch. 4)
[Score 1 point for each correct answer]

- | | |
|---|---|
| <u>e</u> "Why on earth did you do that?" | a. "We need your son's blood test results next time." |
| <u>d</u> "Sit here!" | b. "We want you to be healthy. Exercise helps people stay healthy." |
| <u>b</u> "You should exercise more." | c. "I notice that you were late to your last 3 appointments." |
| <u>c</u> "You always show up late!" | d. "Please feel free to have a seat while you are waiting." |
| <u>a</u> "You have to bring your son's blood test results." | e. "I'm confused. Please clarify for me." |

13. Mark the following questions with an O for open-ended and a C for closed question. (Mod. 4, Ch. 5) **[Score 1 point for each correct answer]**

- O "How much soda does Karim drink a day?"
- C "Is this your first pregnancy?"
- O "What would you like to talk about today?"
- C "Did your doctor tell you to take prenatal vitamins?"
- O "How do you feel about breast-feeding?"

14. Which of the following is **not** a good example of validating a person's concerns? (Mod. 4, Ch. 6)
- a. "I hear that a lot from new moms. That's perfectly normal."
 - b. "You really did well with switching Rodrigo to skim milk."
 - c. "Mara's weight is a little high now, but that's not too unusual. I can help you move her in the right direction."
 - d. **"You should have breast-fed David."**
15. Put a check mark before any of the items that would help and **not** hurt your communication with someone who is upset or angry. (Mod. 4, Ch. 8)
- sighing
 - acting defensive
 - staying calm
 - speaking in a caring yet firm tone
 - dealing with the participant's feelings first and then the problem
16. Using terms of endearment, like "honey" and "sweetie" helps to build rapport with new participants. (Mod. 5, Ch. 1)
True **False**
17. Mark the following True or False. (Mod. 5, Ch. 3)
[Score 1 point for each correct answer]
- a. Humor is the same in all cultures. **False**
 - b. You can assume that all generations of a culture have the same beliefs and values. **False**
 - c. People from the same culture eat the same foods. **False**
 - d. A participant may relate with many cultures, for example her religion, gender and her ethnic background. **True**
 - e. Pregnant teens are a culture served by WIC. **True**

18. When working with a professional interpreter, which should you **not** do: (Mod. 5, Ch. 5)
- a. look at the participant rather than the interpreter
 - b. explain to the participant why the interpreter is there
 - c. make sure the interpreter understands all terms and what you are trying to say
 - d. let family members help the interpreter tell you what the participant wants.**
19. Which of the following is **not** correct? (Mod. 5, Ch. 6)
- a. handicap and crippled are acceptable substitutes for the word disability**
 - b. if talking to a person in a wheelchair for some time, sit in a chair to be at their level
 - c. ask a person with a speech impediment short questions that can be answered with a short answer or a nod or a shake of the head
 - d. don't assume a visually impaired person wants assistance, always ask first.
20. Which of the following does **not** apply to working with participants with low literacy and language? (Mod. 5, Ch. 4-5)
- a. avoid contractions (I'll, We'll etc.)
 - b. avoid jargon
 - c. use familiar words and words the participant uses
 - d. give the participant additional written materials to help them understand**

Total Score: _____

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WCS Certification Performance Checklist - Phase 1

LA # _____

Site # _____ Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

A successful observation of each key skill must be achieved. Some skills may occur infrequently in your clinic, for example, working with a participant with disabilities. If unable to observe these skills, make a note in the comments section and have the candidate explain what she would do in these situations.

Ethics and Professionalism

Candidate conducts herself with ethics and professionalism.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Demonstrates honesty and integrity.			
Uses professional judgment within the limits of their job qualifications.			
Demonstrates cultural sensitivity.			
Maintains participant confidentiality.			
Provides WIC services with objectivity.			
Effectively empowers participants to make their own informed decisions.			

Critical Thinking

Applied critical thinking when providing WIC services.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Used a variety of tools to reach unbiased conclusions: <ul style="list-style-type: none"> • factual information • autonomous thinking • observations • informed opinions • active listening • questioning 			

WCS Certification Training Preceptor Guidelines

Gathered all information before reaching conclusions.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Gathered materials to prepare for the meeting.			
Conducted a pre-assessment when appropriate.			
Used a variety of information sources to help the participant: <ul style="list-style-type: none"> • WIC knowledge • information from the participant • personal knowledge and experience 			

Identified additional information required from the participant to close the knowledge gap.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Identified missing information.			
Asked open-ended questions effectively.			
Asked closed-ended questions when appropriate.			
Asked clarifying and probing questions when necessary.			

Analyzed the information to determine the accuracy of and relevance of information gathered.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Distinguished relevant information.			
Discarded irrelevant information.			
Checked inconsistencies in participant information.			

WCS Certification Training Preceptor Guidelines

Evaluated the information accurately to identify the participant's risks and provide services supported by data, observations, and reasoning.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Prioritized the participant's concerns.			
Documented the information gathered.			
Provided appropriate services based on the participants needs.			

This candidate has demonstrated competency in all the skill areas for Ethics and Professionalism and Critical Thinking.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature:

Effective Communication Skills

Demonstrated effective verbal communication skills to gather information.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Spoke in a clear audible voice.			
Avoided technical language and jargon and defined all new terms.			
Asked open-ended questions appropriately.			
Focused on the participant's concerns.			
Used closed-ended questions appropriately.			
Used redirection effectively when the participant was off topic.			

Demonstrated non-verbal communication skills to gather information.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Made appropriate eye contact.			
Stayed alert and focused on the participant.			
Maintained friendly facial expressions and avoided negative expressions.			
Recognized and responded to the participant's non-verbal cues.			

Validated the participant's concerns.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Listened to the participant.			
Acknowledged the participant's feelings and expressed empathy.			
Offered statements of personal support.			
Gave positive non-judgmental feedback to legitimize the participants concerns and experiences.			

WCS Certification Training Preceptor Guidelines

Used reflective listening.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Collected information without interrupting.			
Restated the participant's words to make sure the participant's message was received.			
Allowed brief periods of silence for the participant to think before responding.			

Handled angry participants effectively.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Kept a calm, caring tone with angry participants or difficult situations.			
Dealt with the problem after feelings had been addressed.			
Managed a person's anger effectively.			

This candidate has demonstrated competency in all the skill areas for Effective Communication Skills.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature:

Rapport Building with a Diverse Population

Maintains a welcoming meeting space.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Greeted participant in a friendly way by name or asked how s/he wished to be addressed.			
Started the meeting appropriately: <ul style="list-style-type: none"> • explained the purpose of the meeting • explained his/her role • used conversation starters if appropriate • asked the participant if s/he had questions • acknowledged wait time when appropriate 			
Handled any interruptions politely and apologized to the participant.			

Overcame barriers to communication with a diverse population.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Removed obstacles between participant and herself where possible to sit close to the participant for privacy.			
Demonstrated appreciation and acceptance of participants from all backgrounds and different appearances.			

WCS Certification Training Preceptor Guidelines

Handled diversity effectively.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Demonstrated cultural competence with a basic understanding and knowledge of the participant's culture.			
Showed respect for the participant's cultural values, eating habits, and health decisions.			
Established the participant's level of English or literacy and provided information appropriate for the participant's comprehension level.			
Communicated sensitively with participants with limited English or literacy: <ul style="list-style-type: none"> • avoided slang and jargon • looked directly at the client • maintained an appropriate volume and tone of voice • maintained a friendly caring tone 			
Covered just a few major points, presented information in a logical order and identified each step.			
Worked with an interpreter effectively if appropriate: <ul style="list-style-type: none"> • reviewed the purpose of the meeting and defined all terms with the interpreter • spoke to and looked at the participant 			
Made appropriate adjustments for interactions with participants with disabilities.			

This candidate has demonstrated competency in all the skill areas for Rapport Building with a Diverse Population.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature:

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WIC Certification Training: Phase 2

Phase Exam

Phase Exam Answer Key

Performance Checklist

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WIC Certification Specialist Phase 2 Exam

This exam covers the following topics:

- Customer Service
- Program Delivery

Name: _____

1. Outside the WIC clinic, signs should clearly identify the WIC program.
True False
2. If you don't know the answer to a question that a participant asks, you should act as though you do.
True False
3. Which of the following is an example of good customer service?
 - a. eating your lunch while greeting a participant
 - b. sending a text message while a participant waits
 - c. giving the participant an estimated timeframe in which you think her issue will be addressed
 - d. taking a private phone call when the participant is with you
4. If you refer a participant to another staff member, you have completed your responsibility and there's no need to follow-up that her needs were met.
True False
5. One way to collect informal feedback from participants is to talk to them about their WIC experience and get their ideas for improvements.
True False
6. Whenever possible, the phone should be answered in _____ or fewer rings.
 - a. 1
 - b. 3
 - c. 2
 - d. 4
7. A good rule of thumb is to not place the caller on hold for longer than:
 - a. 1 minute
 - b. 5 minutes
 - c. 2 minutes
 - d. 4 minutes

8. When calling a participant in the evening, it is a good idea not to call after _____ p.m.
9. If an infant was issued a food package with no formula, which of the following food packages should be issued to the mother?
 - a. exclusively breastfeeding
 - b. mostly breastfeeding
 - c. some breastfeeding
 - d. post-partum
10. The Family Certification Form documents the applicant's eligibility according to income and family size.
True False
11. What is the name of the form used to help identify the parent and staff's primary concerns and to document the topics discussed, referrals made, and goals set during a counseling session?
 - a. Participant Form
 - b. Health History Form
 - c. VENA Family Documentation Tool
 - d. Growth chart
12. Which of the following participant group's food package does **not** include the whole grains option? Circle all that may apply.
 - a. exclusively breastfeeding women
 - b. mostly breastfeeding women
 - c. postpartum women
 - d. children
13. At what age will infants begin receiving infant cereal as part of the WIC food package?
 - a. 3 months
 - b. 6 months
 - c. 9 months
 - d. 12 months
14. What type of milk is given in the **standard** food package for children between the ages of 1 and 2?
 - a. soy milk
 - b. 1% or less milk
 - c. whole milk
 - d. toddler formula

WCS Certification Training Preceptor Guidelines

15. Once you are a seasoned WIC employee, you will probably never need to look up another policy.
True False
16. Participants must register to vote in order to receive WIC benefits.
True False
17. Which of the following is **not** usually part of an immunization record?
- a. name of child
 - b. name of vaccine(s) and the age of child when they were given
 - c. dates vaccines were given
 - d. child's food allergies
18. If a child's parents say they do not plan to immunize their child, your role is to convince them that they should immunize.
True False
19. Which step of the referral process involves identifying what the participant's most urgent need is?
- a. prioritization
 - b. giving information
 - c. follow-up
 - d. assessment
20. Which service does Early Childhood Intervention (ECI) **not** provide?
- a. legal services
 - b. psychological services
 - c. audiology
 - d. they include all these services

Total Score: _____

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WIC Certification Specialist Phase 2 Exam - Answer Key

This exam covers the following topics:

- Customer Service
- Program Delivery

Name: _____

Scoring the exam:

Score 5 points for each correct answer **unless marked otherwise**. You can mark the scores on this sheet. The answer to each question can be found in the module (mod) and chapter (ch) indicated after each question.

1. Outside the WIC clinic, signs should clearly identify the WIC program.
(Mod. 6, Ch. 1)
True False
2. If you don't know the answer to a question that a participant asks, you should act as though you do. (Mod. 6, Ch. 2)
True **False**
3. Which of the following is an example of good customer service?
(Mod. 6, Ch. 1)
 - a. eating your lunch while greeting a participant
 - b. sending a text message while a participant waits
 - c. giving the participant an estimated timeframe in which you think her issue will be addressed**
 - d. taking a private phone call when the participant is with you
4. If you refer a participant to another staff member, you have completed your responsibility and there's no need to follow-up that her needs were met.
(Mod. 6, Ch. 2)
True **False**
5. One way to collect informal feedback from participants is to talk to them about their WIC experience and get their ideas for improvements. (Mod. 6, Ch. 2)
True False

6. Whenever possible, the phone should be answered in ____ or fewer rings. (Mod. 6, Ch. 3)
- a. 1
 - b. 3**
 - c. 2
 - c. 4
7. A good rule of thumb is to not place the caller on hold for longer than: (Mod. 6, Ch. 3)
- a. 1 minute**
 - b. 5 minutes
 - c. 2 minutes
 - d. 4minutes
8. When calling a participant in the evening, it is a good idea not to call after 9 p.m. (Mod. 6, Ch. 3)
9. If an infant was issued a food package with no formula, which of the following food packages should be issued to the mother? (Mod. 7, Ch. 2)
- a. exclusively breastfeeding**
 - b. mostly breastfeeding
 - c. some breastfeeding
 - d. post-partum
10. The Family Certification Form documents the applicant's eligibility according to income and family size. (Mod. 7, Ch. 1)
True False
11. What is the name of the form used to help identify the parent and staff's primary concerns and to document the topics discussed, referrals made, and goals set during a counseling session? (Mod. 7, Ch. 1)
- a. Participant Form
 - b. Health History Form
 - c. VENA Family Documentation Tool**
 - d. Growth Chart
12. Which of the following participant group's food package does **not** include the whole grains option? Circle all that may apply. (Mod. 7, Ch. 2)
- a. exclusively breastfeeding women
 - b. mostly breastfeeding women
 - c. postpartum women**
 - d. children

13. At what age will infants begin receiving infant cereal as part of the WIC food package? (Mod. 7, Ch. 2)
- a. 3 months
 - b. 6 months**
 - c. 9 months
 - d. 12 months
14. What type of milk is given in the **standard** food package for children between the ages of 1 and 2? (Mod. 7, Ch. 2)
- a. soy milk
 - b. 1% or less milk
 - c. whole milk**
 - d. toddler formula
15. Once you are a seasoned WIC employee, you will probably never need to look up another policy. (Mod. 7, Ch. 3)
True **False**
16. Participants must register to vote in order to receive WIC benefits. (Mod. 7, Ch. 3)
True **False**
17. Which of the following is **not** usually part of an immunization record? (Mod. 7, Ch. 4)
- a. name of child
 - b. name of vaccine(s) and the age of child when they were given
 - c. dates vaccines were given
 - d. child's food allergies**
18. If a child's parents say they do not plan to immunize their child, your role is to convince them that they should immunize. (Mod. 7, Ch. 4)
True **False**
19. Which step of the referral process involves identifying what the participant's most urgent need is? (Mod. 7, Ch. 5)
- a. prioritization**
 - b. giving information
 - c. follow-up
 - d. assessment

20. Which service does Early Childhood Intervention (ECI) **not** provide?
(Mod. 7, Ch. 5)

- a. **legal services**
- b. psychological services
- c. audiology
- d. they include all these services

Total Score: _____

WCS Certification Performance Checklist - Phase 2

LA # _____
Site # _____ Date: _____
WCS Candidate's Name: _____
Preceptor/Observer's Name: _____
<p>A successful observation of each key skill must be achieved. Some skills may occur infrequently in your clinic, for example, working with an angry caller. If unable to observe these skills, make a note in the comments section and have the candidate explain what she would do in these situations.</p>

Customer Service

Demonstrated Effective Customer Service.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Greeted participants in a friendly manner when they: <ul style="list-style-type: none"> • entered the clinic • arrived at your workspace • called the clinic 			
Provided prompt assistance.			
Provided Information about WIC to participants.			
Thanked participants for their visit and encouraged them to come for their next appointment.			

Used Effective Customer Service Telephone Skills.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Used pleasant telephone manners.			
Handled an angry caller in a professional manner.			

Interpersonal Skills

Effective communication and rapport-building skills should be applied in all interactions with participants. Observe the candidate using these skills while demonstrating customer service skills.

Demonstrated effective communication skills while providing customer service.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Avoided technical language and jargon and defined all new terms.			
Focused on the participant's concerns.			
Validated the participant's concerns.			
Used reflective listening.			
Demonstrated effective rapport building skills while providing customer service.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Effectively overcame barriers to communication with a diverse population.			
Demonstrated cultural sensitivity.			

<p>This candidate has demonstrated competency in Customer Service.</p> <p>Date: _____</p> <p>WCS Candidate's Name: _____</p> <p>Preceptor/Observer's Name: _____</p> <p>Preceptor's Signature: _____</p>

Program Delivery

Guided participant through the certification process and the issuance of benefits following WIC polices.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Documented participant's visit using appropriate forms.			
Determined appropriate food package following WIC's polices.			
Explained procedures for using food package to participants.			
Demonstrated looking up WIC policies as needed.			
Provided the participant with the opportunity to register to vote or complete the National Voter Registration Act form.			

Reviewed immunization records accurately.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Made appropriate immunization recommendations based on available information.			

Referred participants to appropriate non-WIC resources.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Identified appropriate referrals for participants.			
Addressed participant's concerns related to accessing the referral service.			
Referred participant to appropriate community and governmental services following local agency's procedures.			
Followed up with the participant on the referral as appropriate.			

Interpersonal Skills

Effective communication and rapport-building skills should be applied in all interactions with participants. Observe the candidate using these skills while demonstrating program delivery skills.

	S=Satisfactory, NS=Not Satisfactory		
Demonstrated effective communication and skills while demonstrating program delivery skills.	S	NS	Comments
Avoided technical language and jargon and defined all new terms.			
Focused on the participant's concerns.			
Validated the participant's concerns.			
Used reflective listening.			
	S=Satisfactory, NS=Not Satisfactory		
Demonstrated effective rapport building skills while demonstrating program delivery skills.	S	NS	Comments
Effectively overcame barriers to communication with a diverse population.			
Demonstrated cultural sensitivity.			

<p>This candidate has demonstrated competency in Program Delivery.</p> <p>Date: _____</p> <p>WCS Candidate's Name: _____</p> <p>Preceptor/Observer's Name: _____</p> <p>Preceptor's Signature: _____</p>

WIC Certification Training: Phase 3

Phase Exam

Phase Exam Answer Key

Performance Checklist

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WIC Certification Specialist Phase 3 Exam

This exam covers the following topics:

- Anthropometric Data Collection
- Biochemical Data Collection

Name: _____

1. Which of the following is **not** a common error in weighing participants?
 - a. unnecessary clothing not removed
 - b. participant is standing in the middle of the scale
 - c. participant is holding on to the scale
 - d. participant does not stay still on the scale

2. Pregnant women and children over 2 years old should be weighed and the weight measurement documented to the nearest:
 - a. 1 ounce
 - b. 4 ounces
 - c. 6 ounces
 - d. 8 ounces

3. The length of an infant less than 24 months old should be measured to the nearest:
 - a. 1/8 inch
 - b. 1/4 inch
 - c. 1/2 inch
 - d. 1 inch

4. Mark the following True or False.
- a. Infants and children less than 24 months are measured using a recumbent board. _____
 - b. You may weigh a child over 2 years who cannot stand independently in the caregiver's arms on the adult standing scale. _____
 - c. Wearing a wet diaper can interfere with a height measurement of a child over 2 years old. _____
 - d. The mid-axillary line refers to the imaginary line that runs from mid-shoulder to the ankle, perpendicular, or at a right angle, to the floor. _____
 - e. The Frankfort plane refers to the imaginary line that runs from the middle of the ear to under the eye. It should be parallel to the floor. _____
5. A participant's natural stance will be:
- a. knees together and feet apart
 - b. knees apart and feet together
 - c. knees and feet both together
 - d. any of the above
6. John was born on April 23, 2011. You measure his height and weight on May 11, 2013. Determine John's age.
- a. 1 year 11 months 17 days
 - b. 2 years 0 months 18 days
 - c. 2 years 1 month 15 days
 - d. 2 years 2 months 18 days

7. Mark the following as True or False.
- a. A child that continues to plot at the 10th percentile and continues to grow in weight and length is not likely at nutritional risk. _____
 - b. A child that plots above the 85th percentile BMI-for-age or weight-for-stature, but less than 95th percentile may indicate the child is overweight. _____
 - c. An infant that plots below the 5th percentile for weight-for-length but greater than 2.3rd percentile may indicate the infant is at risk for underweight. _____
 - d. Falling off the curve refers to staying on the same growth percentile from one visit to the next. _____
 - e. Growth spurts are a normal part of child development. _____
8. A child whose BMI or weight-for-stature plots above the 95th percentile should be:
- a. put on a weight loss diet
 - b. encouraged to eat whatever and however much they would like because “chubby children are healthy children”
 - c. encouraged to consume a nutritious diet, avoiding high-calorie “junk” foods, while their height catches up with their weight
 - d. take no action
9. Which of the following is **not** a step in assessing pregnant women’s growth?
- a. weigh and measure the woman using standard weighing and measuring equipment
 - b. plot the woman’s BMI and determine her BMI category
 - c. use the BMI chart to determine current weeks gestation
 - d. plot the weight gain using Prenatal Weight Gain Grid form
10. Target weight gain for pregnant women 19 years and older who are at a normal pre-pregnancy BMI is:
- a. 15-25 pounds
 - b. 25-35 pounds
 - c. 28-40 pounds
 - d. 11-20 pounds

11. Which of the following is **not** a symptom of iron-deficiency anemia?
- a. tiredness
 - b. weakness
 - c. rapid heartbeat
 - d. increased appetite
12. Why should the lancet be positioned off-center of the finger pad when collecting a blood sample?
- a. the puncture site will bleed less if it is off-center
 - b. it is easier for the participant to hold their finger still comfortably if you position the lancet off-center
 - c. the center of finger pad is calloused and more difficult to puncture
 - d. all of the above
13. Why is it necessary to turn/rotate the capillary tube 5 to 10 times after collecting a blood sample for hematocrit testing?
- a. to make sure you got an adequate amount of blood to sample
 - b. to mix the anticoagulant (heparin) with the blood sample
 - c. to ensure the blood coats the capillary tube
 - d. to give the participant's puncture site time to stop bleeding before moving on
14. Mark the following True or False
- a. Raise the participant's hand to increase the blood flow. _____
 - b. Raise the participant's hand to decrease the blood flow. _____
 - c. Hemoglobin values are rounded to the nearest whole number and are recorded in g/dL. _____
 - d. Squeezing blood from the puncture site after making the puncture may cause tissue fluids to mix with and corrupt the sample. _____
 - e. Hct values are rounded to the nearest whole number and recorded as a percent. _____
15. Which of the following is **not** rich in iron?
- a. beef, pork, chicken, lamb, fish
 - b. fortified breads and cereals
 - c. dried beans, peas, or legumes
 - d. milk

16. Spinach contains a substance that blocks iron absorption. Cooking spinach increases the amount of available iron but, it is still poorly absorbed.

17. Wash your hands with soap and water before, after or between:

- a. wearing disposable gloves
- b. blood collection procedures
- c. contact with any body fluids
- d. all of the above

18. Which of the following is **not** true of collecting blood samples?

- a. the heel may be used for infants under 1 who are not walking
- b. position a child between the caregiver's legs or on her lap
- c. the caregiver holds the child's finger during the procedure for you to take blood from the fingertip
- d. the caregiver holds the child's arm at the elbow during the procedure to take blood from the fingertip

19. Fill in the blanks using the following words: percentage, iron, protein, whole and red.

Hemoglobin is a _____ and the _____ containing component of _____ blood cells.

Hematocrit measures the _____ of red blood cells in _____ blood.

20. If a participant's hemoglobin reads 13.8, what number should you record?

- a. 13.8
- b. 14.0
- c. 13.0
- d. 13.5

Total Score: _____

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WIC Certification Specialist Phase 3 Exam -Answer Key

This exam covers the following topics:

- Anthropometric Data Collection
- Biochemical Data Collection

Name: _____

Scoring the exam:

Score 5 points for each correct answer **unless marked otherwise**. You can mark the scores on this sheet. The answer to each question can be found in the module (mod) and chapter (ch) indicated after each question.

1. Which of the following is **not** a common error in weighing participants?
(Mod. 8, Ch 1-2)
 - a. unnecessary clothing not removed
 - b. participant is standing in the middle of the scale**
 - c. participant is holding on to the scale
 - d. participant does not stay still on the scale
2. Pregnant women and children over 2 years old should be weighed and the weight measurement documented to the nearest: (Mod. 8, Ch. 2)
 - a. 1 ounce**
 - b. 4 ounces
 - c. 6 ounces
 - d. 8 ounces
3. The length of an infant less than 24 months should be measured to the nearest: (Mod. 8, Ch. 4)
 - a. 1/8 inch**
 - b. 1/4 inch
 - c. 1/2 inch
 - d. 1 inch

4. Mark the following True or False. (Mod. 8, Ch. 1-4)
- a. Infants and children less than 24 months are measured using a recumbent board. **True**
 - b. You may weigh a child over 2 years who cannot stand independently in the caregiver's arms on the adult standing scale. **True**
 - c. Wearing a wet diaper can interfere with a height measurement of a child over 2 years old. **False**
 - d. The mid-axillary line refers to the imaginary line that runs from mid-shoulder to the ankle, perpendicular, or at a right angle, to the floor. **True**
 - e. The Frankfort plane refers to the imaginary line that runs from the middle of the ear to under the eye. It should be parallel to the floor. **True**
5. A participant's natural stance will be: (Mod. 8, Ch. 4)
- a. knees together and feet apart
 - b. knees apart and feet together
 - c. knees and feet both together
 - d. any of the above**
6. John was born on April 23, 2011. You measure his height and weight on May 11, 2013. Determine John's age. (Mod. 8, Ch. 6)
- a. 1 year 11 months 17 days
 - b. 2 years 0 months 18 days**
 - c. 2 years 1 month 15 days
 - d. 2 years 2 months 18 days

7. Mark the following as True or False. (Mod. 8, Ch. 6)
- a. A child that continues to plot at the 10th percentile and continues to grow in weight and length is not likely at nutritional risk. **True**
 - b. A child that plots above the 85th percentile BMI-for-age or weight-for-stature, but less than 95th percentile may indicate the child is overweight. **True**
 - c. An infant that plots below the 5th percentile for weight-for-length but greater than 2.3rd percentile may indicate the infant is at risk for underweight. **True**
 - d. Falling off the curve refers to staying on the same growth percentile from one visit to the next. **False**
 - e. Growth spurts are a normal part of child development. **True**
8. A child whose BMI or weight-for-stature plots above the 95th percentile should be: (Mod. 8, Ch. 6)
- a. put on a weight loss diet
 - b. encouraged to eat whatever and however much they would like because “chubby children are healthy children”
 - c. **encouraged to consume a nutritious diet, avoiding high-calorie “junk” foods, while their height catches up with their weight**
 - d. take no action
9. Which of the following is **not** a step in assessing pregnant women’s growth? (Mod. 8, Ch. 7)
- a. weigh and measure the woman using standard weighing and measuring equipment
 - b. plot the woman’s BMI and determine her BMI category
 - c. **use the BMI chart to determine current weeks gestation**
 - d. plot the weight gain using Prenatal Weight Gain Grid form
10. Target weight gain for pregnant women 19 years and older who are at a normal pre-pregnancy BMI is: (Mod. 8, Ch. 7)
- a. 15-25 pounds
 - b. **25-35 pounds**
 - c. 28-40 pounds
 - d. 11-20 pounds

11. Which of the following is **not** a symptom of iron-deficiency anemia?
(Mod. 9, Ch. 1)
- a. tiredness
 - b. weakness
 - c. rapid heartbeat
 - d. increased appetite**
12. Why should the lancet be positioned off-center of the finger pad when collecting a blood sample? (Mod. 9, Ch. 3)
- a. the puncture site will bleed less if it is off-center
 - b. it is easier for the participant to hold their finger still comfortably if you position the lancet off-center
 - c. the center of the finger pad is calloused and more difficult to puncture**
 - d. all of the above
13. Why is it necessary to turn/rotate the capillary tube 5 to 10 times after collecting a blood sample for hematocrit testing? (Mod. 9, Ch. 4)
- a. to make sure you got an adequate amount of blood to sample
 - b. to mix the anticoagulant (heparin) with the blood sample**
 - c. to ensure the blood coats the capillary tube
 - d. to give the participant's puncture site time to stop bleeding before moving on
14. Mark the following True or False (Mod. 9, Ch. 3-5)
- a. Raise the participant's hand to increase the blood flow. **False**
 - b. Raise the participant's hand to decrease the blood flow. **True**
 - c. Hemoglobin values are rounded to the nearest whole number and are recorded in g/dL. **False**
 - d. Squeezing blood from the puncture site after making the puncture may cause tissue fluids to mix with and corrupt the sample. **True**
 - e. Hct values are rounded to the nearest whole number and recorded as a percent. **True**

15. Which of the following is **not** rich in iron? (Mod. 9, Ch. 6)

- a. beef, pork, chicken, lamb, fish
- b. fortified breads and cereals
- c. dried beans, peas, or legumes
- d. milk**

16. Spinach contains a substance that blocks iron absorption. Cooking spinach increases the amount of available iron but, it is still poorly absorbed.
(Mod. 9, Ch. 6) **True**

17. Wash your hands with soap and water before, after or between: (Mod. 9, Ch. 2)

- a. wearing disposable gloves
- b. blood collection procedures
- c. contact with any body fluids
- d. all of the above**

18. Which of the following is **not** true of collecting blood samples?
(Mod. 9, Ch. 3)

- a. the heel may be used for infants under 1 who are not walking
- b. position a child between the caregiver's legs or on her lap
- c. the caregiver holds the child's finger during the procedure for you to take blood from the fingertip**
- d. the caregiver holds the child's arm at the elbow during the procedure to take blood from the fingertip

19. Fill in the blanks using the following words: percentage, iron, protein, whole and red. **Score one point for each correct answer.** (Mod. 9, Ch. 1)

Hemoglobin is a **protein** and the **iron**-containing component of **red** blood cells.

Hematocrit measures the **percentage** of red blood cells in **whole** blood.

20. If a participant's hemoglobin reads 13.8, what number should you record?
(Mod. 9, Ch. 6)

- a. 13.8**
- b. 14.0
- c. 13.0
- d. 13.5

Total Score: _____

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WCS Certification Performance Checklist Phase 3

LA # _____

Site # _____ **Date:** _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

A successful observation of each key skill must be achieved. Some skills may occur infrequently in your clinic, for example, working with a participant with disabilities. If unable to observe these skills, make a note in the comments section and have the candidate explain what she would do in these situations.

Anthropometric Data Collection

Selected correct equipment and prepared participants for weighing. [All categories]	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Used correct scale for age category.			
Cleans and disinfects scale according to LA policy and manufacturer's instructions.			
Placed paper liner on scale correctly.			
Explained procedure to caregiver or participant.			
Checked for a wet diaper.			
Removed shoes and heavy clothing.			
Performed weight measurements on participants. [All categories]	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Asked caregiver if she could place infant/child on the scale.			
Positioned participant correctly on scale.			
Made sure participant was not holding anything and/or the caregiver was not touching the infant/child or the scale.			
Read and recorded an accurate measurement to the nearest ounce.			

WCS Certification Training Preceptor Guidelines

Performed weight measurements on participants. [All categories]	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Returned the scale to zero after each use.			
Discards paper liner and cleans and disinfects scale according to LA policy and manufacturer's instructions.			

Selected the correct equipment and prepared participants for measuring length and height. (Infant/Child)	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Choose recumbent board for child < 24 months.			
Choose stature board for participants \geq 24 months.			
Cleans and disinfects scale according to LA policy and manufacturer's instructions.			
Placed paper liner on board and headpiece.			
Explained procedure to caregiver or participant.			
Removed shoes and bulky clothing.			
Caregiver asked to remove hats or hair items.			

Performed length measurements on participants. [Recumbent <24 months]	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Asked caregiver to place infant/child on the recumbent board.			
Asked caregiver to position the infant/child's head against the headpiece by cupping hands over the infant/child's ears.			
Positioned head using Frankfort Plane.			
Positioned child in a straight line flat against the board with legs straight and heels against the footboard, toes pointing upward.			
Read and recorded the measurement accurately to the nearest 1/8 th inch.			
Discards paper liner and cleans and disinfects equipment according to LA policy and manufacturer's instructions.			

WCS Certification Training Preceptor Guidelines

Performed height measurements on participants. [Standing \geq 24 months old and women]	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Assisted and positioned participant in their natural stance against the measuring board. [first point of contact, buttocks, shoulder blade, and/or heels)			
Found accurate mid-axillary line.			
Positioned head using Frankfort Plane.			
Lowered the headpiece until it touched the crown of head.			
Read measurement at eye level.			
Recorded the measurement accurately to the nearest 1/8 th inch.			
Cleans and disinfects scale according to LA policy and manufacturer's instructions.			

Plotted growth charts of infants and children correctly.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Calculated infant's/ child's age correctly.			
Selected correct growth chart.			
Calculated and plotted BMI accurately.			
Plotted and documented length/height correctly.			
Plotted and documented weight correctly.			
Interpreted growth chart data accurately.			

WCS Certification Training Preceptor Guidelines

Plotted pregnant women's growth on prenatal weight gain charts.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Estimated due date and weeks gestation of pregnant women correctly.			
Calculated and plotted BMI accurately.			
Determined weeks of gestation accurately.			
Determined pregnancy weight gain correctly.			
Plotted and documented information correctly.			
Interpreted data accurately.			

Followed correct procedure for obtaining anthropometric measurements on participants with special needs.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Used recent data from healthcare provider.			
Followed guidelines for measuring and weighing for specific disability.			

Interpersonal Skills

Effective communication, rapport-building and critical thinking skills should be applied to all interactions with participants. Observe the candidate using these skills while performing anthropometric tasks.

Demonstrated effective communication and skills in anthropometric data collection.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Avoided technical language and jargon and defined all new terms.			
Focused on the participant's concerns.			
Validated the participant's concerns			
Used reflective listening.			
Demonstrated effective rapport building skills in anthropometric data collection.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Effectively overcame barriers to communication with a diverse population.			
Demonstrated cultural sensitivity.			

This candidate has demonstrated competency in all the skill areas for Anthropometric Data Collection.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature:

Biochemical Data Collection

Prepare for biochemical testing.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Followed Universal Precautions.			
Washed hands.			
Wore gloves and changed gloves after every blood draw.			
Checked work area was sanitary.			
Gathered supplies.			

Obtained a blood sample for biochemical testing.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Explained procedure to participant.			
Selected the appropriate area on client to collect the blood sample.			
Wiped finger/heel with alcohol swab and allowed to air dry or wipe dry depending on equipment manufacturer's instructions.			
Positioned lancet correctly and obtained a good stick.			
Wiped off the first 1-2 drops of blood with a sterile gauze as per equipment manufacturer's instructions.			
Obtained the blood sample without squeezing or milking the finger or heel.			
Disposed of sharps correctly.			
After collection, placed a clean gauze pad or cotton ball on participant's finger/heel and secured with an adhesive band-aid, if needed.			
Raised hand to stop blood flow, if needed.			

WCS Certification Training Preceptor Guidelines

Performed hematocrit test on blood sample using HemataSTAT® machine. [or appropriate machine] Read, recorded, and interpreted hematocrit test results.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Wiped outside of capillary tube with a lint-free wipe or gauze (or according to manufacturer's instructions).			
Positioned capillary tube correctly to obtain adequate blood sample.			
Gently tilted the capillary tube up and down 5-10 times to mix the blood (or according to manufacturer's instructions).			
Sealed the appropriate end of the capillary tube with the plastic clay sealant.			
Placed the sealed capillary tube in the centrifuge with the sealed end facing down.			
Documented the results accurately on the participant form.			
Interpreted hematocrit results accurately.			
Explained the results as being below normal, normal or above normal.			
Performed hemoglobin test on blood sample using Hemocue® machine.[or appropriate machine] Read, recorded, and interpreted hemoglobin test results.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Wiped sides of cuvette with a lint-free wipe or gauze.			
Positioned cuvette correctly to obtain adequate blood sample.			
Ran the sample correctly using the hemoglobinometer.			
Read the hemoglobin value that was displayed after approximately 30-50 seconds, or according to manufacturer's instructions.			
Documented the results accurately on the participant form.			
Interpreted hemoglobin results accurately.			
Explained the results as being below normal, normal or above normal.			

Interpersonal Skills

Effective communication, rapport-building and critical thinking skills should be applied in all interactions with participants. Observe the candidate using these skills while performing biochemical tasks.

Demonstrated effective communication and skills in biochemical data collection.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Avoided technical language and jargon and defined all new terms.			
Focused on the participant's concerns.			
Validated the participant's concerns.			
Used reflective listening.			
Demonstrated effective rapport building skills in biochemical data collection.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Effectively overcame barriers to communication with a diverse population.			
Demonstrated cultural sensitivity.			

This candidate has demonstrated competency in all the skill areas for Biochemical Data Collection.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature:

WIC Certification Training: Phase 4

Phase Exam

Phase Exam Answer Key

Performance Checklist

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WIC Certification Specialist Phase 4 Exam

This exam covers the following topics:

- Health Assessment
- Individual Counseling
- Group Education

You may use a copy of the Texas Clinic Assessment manual for this exam.

Name: _____

1. Which of the following risk codes would you assign to a 15 year old who is 20 weeks pregnant with her first child and has a hematocrit of 30%? (circle all correct answers based on the information provided)
 - a. 333: High Parity and Young Age
 - b. 331: Pregnancy at a Young Age
 - c. 903: Foster Care
 - d. 201: Low Hematocrit/Low Hemoglobin
2. Counseling areas should ideally be close to the lab and waiting area since these areas tend to have less foot traffic and are quieter.
True False
3. On which form is the hemoglobin or hematocrit level recorded?
 - a. Participant Form
 - b. Health History Form
 - c. Growth Chart
 - d. Income Form
4. Open-ended questions provide simple “yes” or “no” answers.
True False
5. Every risk code you identify needs to be documented.
True False

6. Use the Texas Clinic Assessment Manual to determine which risk code you would assign to an infant who is exposed to smoke from tobacco products used inside the home. The risk code is:
 - a. 904: Environmental Tobacco Smoke Exposure
 - b. 371: Maternal Smoking
 - c. 373: Illegal Drug Use

7. A WCS may **not** counsel on high risk topics (as defined by the state's guidelines).
True False

8. What should you do if the participant does not identify any concerns she would like to discuss?
 - a. discuss what you think she needs to do
 - b. lead the discussion based on nutritional risk
 - c. tell her she needs to think of some concerns
 - d. have the same discussion with her you had with your last participant

9. Effective counselors:
 - a. serve as a guide and help participants find their own solutions to problems
 - b. tell participants what they should do to solve their problems
 - c. are experts in their participants' lives
 - d. gives the same advice for every participant that has the same problem

10. Looking at a bulletin board would appeal to which learning style?
 - a. auditory
 - b. visual
 - c. kinesthetic
 - d. passive

11. "There's no way I'm going to drink non-fat milk" is an example of a statement made by someone in which stage of change?
 - a. precontemplation
 - b. preparation
 - c. action
 - d. maintenance

12. Helping a participant develop a specific plan for change is a method that helps someone in which stage of change?
- a. precontemplation
 - b. preparation
 - c. action
 - d. maintenance
13. "A lot of pregnant women feel that way" is an example of a:
- a. validating statement
 - b. probing statement
 - c. exploring statement
 - d. open-ended question
14. A participant states a goal and then says that she's unlikely to stick to it. What should you do as a counselor?
- a. help her reconsider her goal
 - b. tell her she doesn't need a goal
 - c. criticize her for not being more determined
 - d. give her a goal you think she needs
15. One way to make a class relevant is to tailor examples to participants' culture, gender and age.
True False
16. Showing a video on healthy snacks for children is an example of which component of a lesson plan?
- a. learning objective
 - b. learning activity
 - c. evaluation
17. Showing a movie on healthy eating would be a good learning activity for "watchers."
True False
18. Starting the class late is disrespectful of the participants' time.
True False

19. Which of the following is **not** true of setting up your classroom?

- a. provide a place for children to play
- b. if having discussions, arrange chairs so participants can see each other
- c. cover all windows
- d. make sure participants can see any audio-visual equipment

20. Which of the following is part of closing the classroom discussion?

- a. greeting participants
- b. summarizing participants' comments
- c. telling people your background and role at WIC
- d. asking participants what they would like to discuss today

Total Score: _____

WIC Certification Specialist Phase 4 Exam -Answer Key

This exam covers the following topics:

- Health Assessment
- Individual Counseling
- Group Education

Name: _____

Scoring the exam:

Score 5 points for each correct answer **unless marked otherwise**. You can mark the scores on this sheet. The answer to each question can be found in the module (mod) and chapter (ch) indicated after each question.

1. Which of the following risk codes would you assign to a 15 year old who is 20 weeks pregnant with her first child and has a hematocrit of 30%? (Mod. 10, Ch. 3) (circle all correct answers based on the information provided)
 - a. 333: High Parity and Young Age
 - b. 331: Pregnancy at a Young Age**
 - c. 903: Foster Care
 - d. 201: Low Hematocrit/Low Hemoglobin**
2. Counseling areas should ideally be close to the lab and waiting area since these areas tend to have less foot traffic and are quieter. (Mod. 10, Ch. 1).
True **False**
3. On which form is the hemoglobin or hematocrit level recorded? (Mod. 10, Ch. 2)
 - a. Participant Form**
 - b. Health History Form
 - c. Growth Chart
 - d. Income Form
4. Open-ended questions provide simple “yes” or “no” answers. (Mod. 11, Ch. 1)
True **False**
5. Every risk code you identify needs to be documented. (Mod. 10, Ch. 4)
True False

6. Use the Texas Clinic Assessment Manual to determine which risk code you would assign to an infant who is exposed to smoke from tobacco products used inside the home. (Mod. 10, Ch. 3)
The risk code is:
- a. **904: Environmental Tobacco Smoke Exposure**
 - b. 371: Maternal Smoking
 - c. 373: Illegal Drug Use
7. A WCS may **not** counsel on high risk topics (as defined by the state's guidelines). (Mod. 10, Ch. 3)
True False
8. What should you do if the participant does not identify any concerns she would like to discuss? (Mod. 11, Ch. 1)
- a. discuss what you think she needs to do
 - b. **lead the discussion based on nutritional risk**
 - c. tell her she needs to think of some concerns
 - d. have the same discussion with her you had with your last participant
9. Effective counselors: (Mod. 11, Ch. 1)
- a. **help participants find their own solutions to problems**
 - b. tell participants what they should do to solve their problems
 - c. are experts in their participants' lives
 - d. gives the same advice for every participant that has the same problem
10. Looking at a bulletin board would appeal to which learning style? (Mod. 11, Ch. 1)
- a. auditory
 - b. **visual**
 - c. kinesthetic
 - d. passive
11. "There's no way I'm going to drink non-fat milk" is an example of a statement made by someone in which stage of change? (Mod. 11, Ch. 2)
- a. **precontemplation**
 - b. preparation
 - c. action
 - d. maintenance

12. Helping a participant develop a specific plan for change is a method that helps someone in which stage of change? (Mod. 11, Ch. 2)
- a. precontemplation
 - b. preparation**
 - c. action
 - d. maintenance
13. “A lot of pregnant women feel that way” is an example of a: (Mod. 11, Ch. 1)
- a. validating statement**
 - b. probing statement
 - c. exploring statement
 - d. open-ended question
14. A participant states a goal and then says that she’s unlikely to stick to it. What should you do as a counselor? (Mod. 11, Ch. 3)
- a. help her reconsider her goal**
 - b. tell her she doesn’t need a goal
 - c. criticize her for not being more determined
 - d. give her a goal you think she needs
15. One way to make a class relevant is to tailor examples to participants’ culture, gender and age. (Mod. 12, Ch. 1-2)
True False
16. Showing a video on healthy snacks for children is an example of which component of a lesson plan? (Mod. 12, Ch. 3)
- a. learning objective
 - b. learning activity**
 - c. evaluation
17. Showing a movie on healthy eating would be a good learning activity for “watchers.” (Mod. 12, Ch. 2)
True False
18. Starting the class late is disrespectful of the participants’ time. (Mod. 12, Ch. 4)
True False

19. Which of the following is **not** true of setting up your classroom?
(Mod. 12, Ch. 4)

- a. provide a place for children to play
- b. if having discussions, arrange chairs so participants can see each other
- c. cover all windows**
- d. make sure participants can see any audio-visual equipment

20. Which of the following is part of closing the classroom discussion?
(Mod. 12, Ch. 5)

- a. greeting participants
- b. summarizing participants' comments**
- c. telling people your background and role at WIC
- d. asking participants what they would like to discuss today

Total Score: _____

WCS Certification Performance Checklist Phase 4

LA # _____
Site # _____ Date: _____
WCS Candidate's Name: _____
Preceptor/Observer's Name: _____
<p>A successful observation of each key skill must be achieved. Some skills may occur infrequently in your clinic, for example, identifying a "red flag" situation. If unable to observe these skills, make a note in the comments section and have the candidate explain what she would do in these situations.</p>

Health Assessment

Established rapport.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Created a welcoming space.			
Greeted participants warmly.			
Commented on something the participant was doing well.			

Reviewed information related to assessment.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Discarded irrelevant information.			
Collected missing information on WIC forms without interrupting participant.			
Identified potential "red flag" situations.			
Reviewed participant's past history.			

Clarified and compiled the collected information.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Asked questions to clarify responses.			

Identified risks and other related issues.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Identified risks and other related issues.			
Referred participant as necessary.			
Shared findings (Ht/Wt/Iron) in a non-judgmental manner.			

Documented and followed-up.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Documented the assessment.			
Followed-up on previous assessments, as appropriate.			

Interpersonal Skills

Effective communication, rapport-building and critical thinking skills should be applied in all interactions with participants. Observe the candidate using these skills while completing a health assessment.

Demonstrated effective communication and skills while completing a health assessment.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Avoided technical language and jargon and defined all new terms.			
Focused on the participant's concerns.			
Validated the participant's concerns.			
Used reflective listening.			

Demonstrated effective rapport building skills while completing a health assessment.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Effectively overcame barriers to communication with a diverse population.			
Demonstrated cultural sensitivity.			

WCS Certification Training Preceptor Guidelines

Demonstrated effective critical thinking skills while completing a health assessment.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Identified additional information required from the participant to close the knowledge gap.			
Used a variety of tools to reach unbiased conclusions: -factual information -autonomous thinking -observations -informed opinions -active listening -questioning			

This candidate has demonstrated competency in Health Assessment.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature: _____

Individual Counseling

Identified and explored concerns.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Asked open-ended questions to explore a participant's concerns.			
Listened actively.			
Validated participant's concerns.			
Used counseling tools to start and guide conversation, when needed.			
Identified and acknowledged a participant's positive behaviors.			
Maintained focus on desired health outcome. (healthy pregnancy, active family)			
Tried to lead discussion based on nutrition assessment data if nothing was offered by the participant.			
Worked with a participant to identify problem behaviors and ideas for change.			
Limited number of nutrition messages given to participant per session.			
Provided simple, accurate nutrition messages.			
Tailored messages based on participant's age, gender, culture, etc.			

Assessed readiness for change.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Assessed the participant's readiness for change.			
Used messages appropriate for participant's readiness for change.			

Helped participant set a goal and closed on a positive note.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Summarized the conversation.			
Helped the participant set goal(s) that is specific and realistic for family's lifestyle.			
Documented goal(s) on VENA Family Documentation tool for follow up.			
Avoided escalating resistance.			
Restated the goal and checked for understanding.			
Expressed appreciation for participant's time.			
Was enthusiastic about following up next time.			

Interpersonal Skills

Effective communication, rapport-building and critical thinking skills should be applied in all interactions with participants. Observe the candidate using these skills while counseling participants.

Demonstrated effective communication and skills while counseling participants.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Avoided technical language and jargon and defined all new terms.			
Focused on the participant's concerns.			
Validated the participant's concerns.			
Used reflective listening.			
Demonstrated effective rapport building skills while counseling participants.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Effectively overcame barriers to communication with a diverse population.			
Demonstrated cultural sensitivity.			

WCS Certification Training Preceptor Guidelines

Demonstrated effective critical thinking skills while counseling participants.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Identified additional information required from the participant to close the knowledge gap.			
Used a variety of tools to reach unbiased conclusions: -factual information -autonomous thinking -observations -informed opinions -active listening -questioning			

This candidate has demonstrated competency in Individual Counseling.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature: _____

Group Education Sessions

Task	Completed
Prepared for group education session/activity effectively.	
Arranged classroom appropriately to encourage open discussion and learning.	
Reviewed lesson plans including learning objectives, learning activities, and evaluation.	
Gathered materials for the lesson and checked that equipment worked (if appropriate).	
Researched content-related questions (if necessary) by utilizing a reliable and accurate source of information.	

Task	Completed
Used effective classroom management to conduct group nutrition education session/activity.	
Introduced self to group.	
Stayed in the classroom the entire session.	
Stated the language in which the class would be conducted.	
Addressed distractions appropriately.	
Corrected misinformation appropriately.	
Treated participants in a culturally sensitive manner and included examples for the cultures of the group.	
Gave all participants an opportunity to participate.	
Addressed questions she was not able to answer in an appropriate way.	

WCS Certification Training Preceptor Guidelines

Facilitated a discussion session.	
Prepared additional open-ended questions to use in case the conversation stalled.	
Used an appropriate icebreaker to help make the participants feel more comfortable.	
Established classroom ground rules.	
Introduced the topic of discussion and described how the session would be conducted.	
Tailored information and examples to the age, gender, and cultures of the group.	
Redirected the discussion if it got off topic.	
Included all participants in the discussion.	

Task	Completed
Summarized and evaluated the group's understanding of the class topics.	
Asked participants to help summarize the key concepts of the session.	
Asked questions to evaluate the group's understanding of the material.	
Invited participants to share the most useful thing they learned from the session, or one thing they want to try at home.	
Ended the session in a positive way and thanked participants for coming.	

Interpersonal Skills

Effective communication, rapport-building and critical thinking skills should be applied in all interactions with participants. Observe the candidate using these skills while conducting Group Education Sessions/Activities.

Demonstrated effective communication and skills while in a Group Education Session/Activity.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Avoided technical language and jargon and defined all new terms.			
Focused on the participant's concerns.			
Validated the participant's concerns.			
Used reflective listening.			
Demonstrated effective rapport building skills while in a Group Education Session/Activity.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Effectively overcame barriers to communication with a diverse population.			
Demonstrated cultural sensitivity.			

Demonstrated effective critical thinking skills while in a Group Education Session/Activity.	S=Satisfactory, NS=Not Satisfactory		
	S	NS	Comments
Identified additional information required from the participant to close the knowledge gap.			
Used a variety of tools to reach unbiased conclusions: -factual information -autonomous thinking -observations -informed opinions -active listening -questioning			

WCS Certification Training Preceptor Guidelines

This candidate has demonstrated competency in Group Education Sessions.

Date: _____

WCS Candidate's Name: _____

Preceptor/Observer's Name: _____

Preceptor's Signature:

WIC Certification Specialist (WCS) Performance Verification

I certify that _____ (WCS candidate) has successfully passed the WCS Training and Observations and demonstrates competency in the required skills.

I request that a Certificate of Completion of the WCS Program be granted.

Preceptor (signature): _____ Date: _____