




Strengthening WIC Nutrition Assessment Skills



Establishing a Competency-to-Training Framework in a Learning Management System



Funded in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service

Project Goals and Objectives

- Develop & validate a competency model & online self-assessment tool:
 - Validate nutrition assessment competencies
 - Pilot an online self-assessment tool
 - Complete three rounds of self-assessments
- Develop, implement and evaluate an online training & documentation component:
 - Identify/link external courses
 - Complete competency/training gaps analysis
 - Develop/post three new courses

Partnerships

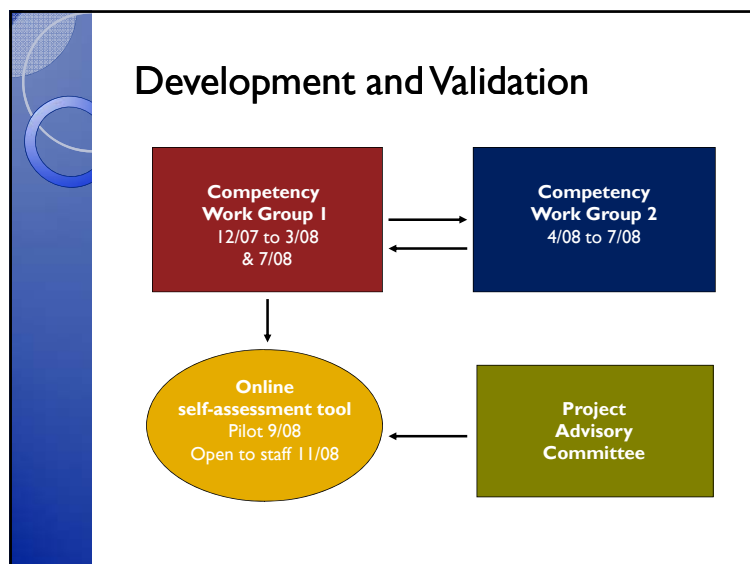
- Institute for Public Health Practice
University of Iowa College of Public Health
- Iowa WIC Program
Iowa Department of Public Health
- Local WIC agency staff
 - WIC Coordinators
 - LDs, nutrition educators & RNs



Development of Nutrition Assessment for WIC Competency Model

- Based on VENA* policy guidance
- Definition of nutrition assessment:
 - Dynamic, ongoing process
- Glossary
- Competence levels will include novice, proficient and expert

* Value Enhanced Nutrition Assessment (VENA), USDA Food and Nutrition Services policy guidance



- ### Competency Work Group Members
- Jill Lange, Des Moines, IA
 - Julie Miller, Knoxville, IA
 - Julie Sampers, Des Moines, IA
 - Mary Winders, Des Moines, IA
 - Linda Wilcox, Davenport, IA
 - Cynthia Kaczinski, Clinton, IA
 - Amy Smith, Iowa City, IA
 - Helen O'Brien, Hiawatha, IA
 - Cindy Harpenau, Remsen, IA
 - Kala Shipley, Des Moines, IA
 - Kimberly Stanek, Ames, IA
 - Lynn Ireland, Denver, CO
 - Mary Dallavalle, Baltimore, MD
 - Michele van Eyken, West Sacramento, CA
 - Stephanie Bess, Springfield, IL
 - VeeAnn Miller, Denver, CO

- ### Development Decisions
- WIC target audiences – separate statements
 - Competency set is for new & seasoned staff
 - Staff will be encouraged to complete the self-assessment annually
 - Breastfeeding statements should remain in the life cycle domain vs. its own domain
 - Term agreement is critical
 - Domain titles consistent with VENA policy

Competency Model

Domain	Number of Statements
Anthropometric and Hematological	15
Communication	11
Critical Thinking	14
Multi-Cultural Awareness	12
Nutrition Assessment Process	15
Principles of Life Cycle Nutrition	18
TOTAL	85

Uses of the Competency Set

- Self-assessment will support individual professional development plans
- Self-assessment as part of annual review process
 - Use in performance reviews with all staff to facilitate development of organizational training plans
 - Aggregate data informs state training plans
- System offers ability to do peer- and supervisor-assessments with same model

Self-Assessments and Performance Reviews

- Professional development cycle
 - Individuals completing a self-assessment
 - Peer assessment
 - Supervisor assessment
- Compliments performance review processes
- Client/patient or participant feedback

CPA Self-Assessment Results

- **Phase I: October 29 – December 31, 2008**
 - Participation
 - Goal was 75% of CPAs, 64% participated
 - Incentivized to increase participation rate
- **Phase 2: July 13 – August 14, 2009**
 - Participation
 - 40 % CPAs participating
 - 50 % of participating CPAs from Phase I

CPA Self-Assessment Results

- Results
 - Identified domains and specific competencies with greatest skill / training gaps
 - Analyzed skills gap by job title
- Overall results used as one element in determining course topics
 - Anthropometric and Hematological Domain
 - Hematological data collection technique/assessment
 - Multi-Cultural Awareness Domain

Self-Assessment: Results – Skills Gap by Domain

Domain	Phase 1	Phase 2
Anthropometric and Hematological	0.69	0.53
Communication	0.70	0.52
Critical Thinking	0.87	0.58
Multi-Cultural Awareness	1.23	1.06
Nutrition Assessment Process	0.90	0.59
Principles of Life Cycle Nutrition	0.95	0.66

* Skills gap based on a scale of 0-4, 4 being the largest gap

Phase I CPA Self-Assessment: Results – Competency Statements with Greatest Skills Gaps

Competency Statement	Average Skills Gap	Skills Gap – Dietitians	Skills Gap – Nurses
1. Evaluates food preparation practices within a cultural context.	1.41	1.44	1.52
2. Uses a variety of strategies to learn more about a client's cultural eating patterns and traditions.	1.34	1.47	1.33
3. Identifies culturally appropriate referral resources that may be used by the client.	1.27	1.42	1.19
4. Uses culturally appropriate strategies to assess pregnant women's eating practices and beliefs.	1.17	1.28	1.15
5. Uses culturally appropriate strategies to assess child's feeding/eating practices and beliefs.	1.14	1.28	1.04
6. Describes the values and belief systems of cultural groups in the target population.	1.12	1.28	1.07
7. Assesses cultural practices for potential harm to client's health or nutritional status.	1.08	1.19	1.00
8. Uses culturally appropriate strategies to assess infant feeding practices and beliefs.	1.08	1.17	1.07
9. Completes hemoglobin and hematocrit assessments according to State agency policy.	1.01	1.62	0.15
10. Uses culturally appropriate communication styles to collect nutrition assessment information.	0.98	1.14	0.89
11. Maintains hematological equipment appropriately according to State agency policy.	0.95	1.54	0.11
12. Applies creative problem solving and flexible thinking in partnership with the client to identify solutions for nutrition issues.	0.87	0.81	1.04
13. Recognizes how a client's cultural communication style may affect the nutrition assessment.	0.85	0.81	0.96

Domain Key: ■ Multi-Cultural Awareness ■ Critical Thinking ■ Anthropometric and Hematological

- ### Course 1 Development
- Title: **Hematological Data Collection, Assessment and Critical Thinking Application**
 - Course Work Group:
 - Judy Goddard, RN, BSCIC, Des Moines, IA
 - Janice O'Donnell, RN, RD, Des Moines, IA
 - Brenda Dobson, MS, RD, Des Moines, IA
 - Project staff
 - Instructional Designer
 - Timeline:
 - Development- April-July
 - Pilot- Aug
 - Release- Oct

- ### Course 2 Development
- Topic: Food and Culture, Cultural Competence
 - Course Content Consultants
 - Marilyn Alger, MSW, Des Moines, IA
 - Janice Edmunds-Wells, MSW, Des Moines, IA
 - Debra Kibbe, MS, Winston, GA
 - Michele Devlin, Dr. PH, Cedar Falls, IA
 - Course Work Group
 - Nancy Anderson, RN, Waterloo, IA
 - Kimberely Stanek, RD/LD, Des Moines, IA
 - Sneha Virippil, MS, RD, Sioux City, IA
 - Project Staff
 - Instructional Designer
 - Timeline:
 - Development- Oct-Jan
 - Pilot- Feb
 - Release- March

Training System Overview

- www.prepareiowa.com
- 24 hour access
- Self-paced study: Work on courses when you have time
- Self-assessment on job-related skills and interests
- Competency-based: Job-specific competencies built on national standards
- Certification on course completion may be turned into Continuing Education Credits
- Free or low-cost courses
- Easy-to-use: Step-by-step instructions & help guides available
- Central repository for training

Iowa Department of Public Health
Upper Midwest Center for Public Health Preparedness



PREPARE IOWA
LEARNING MANAGEMENT SYSTEM

Training System: Benefit to Users

- Transcript record of continuing education
- Convenient online courses for training
- Access training from the state WIC office that addresses knowledge & skills gaps
- Compare current with previous self-assessments
- Supervisor & peer evaluations
- Help guide future online training course development

Future Course (#3): Multi-Cultural Awareness

- Significant skills gap across all job titles
- Broad domain
- Additional questions for supervisors & CPAs
- Training / skills gap
 - Domain level = 1.23
 - Competency level = 8 of 13 competencies with greatest skills gap are from this domain

Project Team Contact Information

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