

Arizona WIC Training

Anthropometrics Course



Nutrition Educator Guidebook

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What Will the Nutrition Educator Learn?

Measuring the heights, weights, and lengths of women, infants, and children is an excellent tool for assessing development. These measurements are an important step for helping WIC educators determine if a participant has a potential health risk(s). The nutrition educator will learn the importance of taking extremely accurate and precise measurements.

The Anthropometric LMS course consists of two Modules:

Module 1: Anthropometric Measurements

Module 2: Practicing BMI & Interpreting Growth Charts

After completing the Anthropometric course, the nutrition educator will:

- ◆ Demonstrate how to accurately and precisely measure height, length, and weight for a woman, child, and infant.
- ◆ Identify and avoid common height, length, and weight measurement errors.
- ◆ Understand the correct age at which it is appropriate to measure children's length vs. height.
- ◆ Appropriately explain a child's growth patterns to the child's authorized representative(s).
- ◆ Accurately assess the weight status of a pregnant woman.
- ◆ Explain the instances when the scale on the medical screen turns red in the WIC computer system.
- ◆ Correctly plot weight on the prenatal weight gain charts.

Instruction Level

Prerequisite for taking the Anthropometrics course: None

Items Needed for this Course

- ◆ Pen or pencil
- ◆ Access to the Arizona WIC Anthropometric Manual, either a hard copy or on the website, www.azwic.gov. To save paper, you do not need to make copies of or print the policies or procedures.
- ◆ Prenatal Weight Gain Charts for all ranges of Pre-Pregnancy BMI (Activity 8)

Recommended Time

- ◆ Approximate time it takes to complete the Anthropometric LMS course: 1-2 hours
- ◆ Approximate time it takes to complete the face-to-face activities and discussion: 3-4 hours

Module 1: Anthropometric Measurements

Nutrition Educator's Steps:

Begin the LMS Anthropometrics Course. Please complete the steps in the following order:

- Log onto <https://az.train.org/DesktopShell.aspx>
- Complete the Anthropometrics Pre-Test.
- Open the Anthropometrics Online Course.
- Optional: open the Anthropometrics Course Companion Manual to reference throughout the course. Locate the Course Companion Manual by clicking on the Resources button within the LMS course.
- Complete Module 1: Anthropometric Measurements
- Complete Anthropometrics activities 1, 2, 3, 4, 5, and 6, either individually or with the other nutrition educator(s). Some activities require the presence of your trainer. Please meet with your trainer prior to beginning those activities.
- Meet with your trainer to discuss the Anthropometric Measurements Module and complete the “Think It Through” sections for activities 1, 2, 3, 4, 5, and 6.

Trainer's Steps:

- Have the nutrition educator complete each activity either individually or as a group with the other nutrition educators.
- Some activities in the Anthropometrics module require the trainer to observe the nutrition educator performing specific tasks. Observation is mandatory in order to determine competency.
- Once finished, the nutrition educator shall meet with the trainer to review the answers to the activities. Please answer all questions the nutrition educator may have and clarify any incorrect answers.
- Discuss the “Think It Through” section with the nutrition educator(s) for activities 1, 2, 3, 4, 5, and 6.
- Verify the nutrition educator fully understands the information and procedures.



Hint: If needed, each activity identifies a specific slide(s) within the course in which you can find the information necessary to complete the activity.

Anthropometrics Activity 1, continued

Activity 1 COMPETENCIES:

- 1. Nutrition educator is able to accurately and precisely demonstrate *two* weight measurements for an infant.**
- 2. Nutrition educator is able to accurately and precisely demonstrate *two* length measurements for an infant.**

Activity 1 Instructions: With your trainer, correctly demonstrate the accurate and precise techniques for measuring recumbent length and weight for an infant. (Module 1, Slide 8, 20, and 21)

Technique for measuring an infant's recumbent length on a measuring board:

- ◆ Before measuring, have the caregiver remove shoes and any heavy clothing the infant might be wearing.
- ◆ Make sure a paper liner is placed onto the board, and the infant's diaper/pull-up is dry. Have the caregiver change the diaper, if necessary.
- ◆ Since the headboard needs to rest flat against the infant's head, make sure anything like hair clips or hats are removed. Some hairstyles, like braids, can also prevent the headboard from resting flat, and can cause an inaccurate measurement. Under these circumstances, have the caregiver do her best to flatten the hair. If the caregiver is unable to do so, record it in the chart.
- ◆ The caregiver will then gently place the infant flat on his back and hold the infant's head firmly against the headboard by gently cupping their hands over the infant's ears. The WIC employee can then bring the infant's legs together by holding both of the infant's ankles with one hand. Use your hand and arm to firmly, but gently, push down on the legs to straighten them out.
- ◆ Make sure the infant's head is flat against the headboard, and both legs are straight and feet are flat against the footboard, as this will ensure an accurate measurement. You can then slide the footboard flat against the bottom of the infant's feet using your free hand.
- ◆ Make a mental note of this measurement to the nearest one eighth of an inch. Two measurements are required to ensure accuracy, so move the footboard out. Recheck the infant's position to make sure the infant's head is flat against the headboard, and the legs are straight, and then reposition the footboard. Make sure the infant's feet are flat before taking the second measurement.
- ◆ These two measurements need to be within $\frac{1}{4}$ inch of each other. If they are not, take a third measurement and average the two closest measurements.
- ◆ Enter the final value into the WIC computer system, along with the date it was taken.
- ◆ Note: Since infants are not comfortable in this measuring position, they might become fussy or cry. Encourage the WIC employee to stay patient and focus on getting two accurate measurements. With time and practice, the WIC employee will perfect their ability and become very skilled at this technique.

Anthropometrics Activity 1, continued

Technique for measuring an infant's weight on an infant Balance Beam Scale:

- ◆ Before weighing, have the caregiver take off the infant's clothes which will affect the weight, such as shoes, pants, jackets, sweaters or hats. A t-shirt or onesie and diaper are fine.
- ◆ Have the caregiver check the infant's diaper/pull-up and change it, if needed, as a full diaper could weigh up to two pounds.
- ◆ Make sure a paper liner is placed onto the scale before weighing, and the upper and lower counterbalance weights are at the far left at zero.
- ◆ Have the caregiver gently place the child onto the center of the scale. Younger infants should be measuring lying down. You may consider weighing older infants sitting up, so they fit comfortably in the center of the scale.
- ◆ Make sure the infant does not hang onto the caregiver nor can the caregiver hold or touch the infant; also the infant cannot touch the sides of the scale, and all of the infant's body must be within the scale's tray, as this will affect the weight.
- ◆ Move the lower weight over to the right until the indicator arm drops down. You can then move the smaller weight over to the right, until the indicator arm balances in the center. Record this measurement to the nearest one ounce.
- ◆ The unit of measurement to enter into the WIC computer system is pounds and ounces.
- ◆ Arizona WIC requires two measurements. Have the caregiver remove the infant from the scale. Return the weights to their zero positions and have the caregiver place the infant back onto the scale.
- ◆ Once again, make sure the infant does not hang onto the caregiver nor can the caregiver hold or touch the infant; also the infant cannot touch the sides of the scale, and all of the infant's body must be within the scale's tray, as this will affect the weight. Move the lower weight over to the right until the indicator arm drops down. You can then move the smaller weight over to the right, until the indicator arm balances in the center. Record this measurement to the nearest one ounce.
- ◆ These two measurements need to be within one ounce of each other. If they are not, take a third measurement, and use the average of the two closest measurements.
- ◆ Enter the final value into the WIC computer system, along with the date it was taken.

Technique for measuring an infant's weight on an infant Electronic Scale:

- ◆ Before weighing, have the caregiver take off the infant's clothes which will affect the weight, such as shoes, pants, jackets, sweaters or hats. A t-shirt or onesie and diaper are fine.
- ◆ Have the caregiver check the infant's diaper/pull-up and change it, if needed, as a full diaper or pull-up could weigh up to two pounds.
- ◆ Make sure a paper liner is placed onto the scale before weighing, and the scale is turned on and set to zero.
- ◆ Have the caregiver gently place the child onto the center of the scale. Younger infants should be measuring lying down. You may consider weighing older infants sitting up, so they fit comfortably in the center of the scale.

Anthropometrics Activity 1, continued

- ◆ Make sure the infant does not hang onto the caregiver nor can the caregiver hold or touch the infant; also the infant cannot touch the sides of the scale, and all of the infant's body must be within the scale's tray, as this will affect the weight.
- ◆ Depending upon the type of electronic scale your clinic uses, this measurement will be displayed in pounds and ounces or pounds and tenths of a pound.
- ◆ Write down the weight, and have the caregiver remove the infant from the scale. This will cause most electronic scales to reset to zero.
- ◆ Arizona WIC requires two measurements. These two measurements need to be within four ounces of each other. If they are not, take a third measurement, and use the average of the two closest measurements.
- ◆ Once again, make sure the infant does not hang onto the caregiver nor can the caregiver hold or touch the infant; also the infant cannot touch the sides of the scale, and all of the infant's body must be within the scale's tray, as this will affect the weight. Record this measurement to the nearest one ounce. The trainer shall explain how to convert tenths of a pound to ounces, if necessary.
- ◆ The unit of measurement to enter into the WIC computer system is pounds and ounces.
- ◆ Enter the final value into the WIC computer system, along with the date it was taken.

Think It Through:

- a. With your trainer, review the type of infant scale you will use in your clinic. (Module 1, Slide 5)

- b. Describe the difference between accuracy and precision in measuring. (Module 1, Slide 7)

- c. When is a third weight measurement required? (Module 1, Slide 13, 15, and 17)

- d. When is a third length measurement required? (Module 1, Slide 13, 15, and 21)

- e. Describe when recumbent length is still used with children up to 36 months old. (Module 1, Slide 20)

Anthropometrics Activity 2

Activity 2 Instructions: With your trainer, correctly demonstrate the accurate and precise techniques for measuring weight and height for an adult. (Module 1, Slide 15 and 27)

Technique for measuring an adult and child's weight on a Balance Beam Scale:

- ◆ Before weighing, have the participant take off her shoes and any heavy clothing such as a jacket or sweater.
- ◆ Make sure a paper liner is placed onto the scale before weighing.
- ◆ Situate the upper and lower counterbalance weights at the far left at zero.
- ◆ Have the participant step onto the scale, and remain still. Move the lower weight over to the right until the indicator arm drops. You can then move the upper weight to the right, until the indicator arm balances in the center.
- ◆ Record measurement to the nearest quarter pound.
- ◆ Arizona WIC requires two measurements. Have the participant step off the scale, move the two weights back to their zero positions, and then have the participant step back onto the scale.
- ◆ Once again, have the participant remain still. Move the lower and upper weights over to the right until the indicator arm balances in the center.
- ◆ Record this measurement to the nearest quarter pound.
- ◆ These two measurements need to be within a $\frac{1}{4}$ pound of each other. If they are not, take a third measurement, and use the average of the two closest measurements.
- ◆ Enter the final value into the WIC computer system, along with the date it was taken.

Technique for measuring an adult and child's weight on an Electronic Scale:

- ◆ Before weighing, have the participant take off her shoes and any heavy clothing such as a jacket or sweater.
- ◆ Make sure a paper liner is placed onto the scale before weighing, and the scale is on and set to zero.
- ◆ Have the participant step onto the scale and remain still until the scale finishes adjusting, which is usually a couple of seconds. Depending upon the type of electronic scale your clinic uses, this measurement will be displayed in pounds and ounces or pounds and tenths of a pound.
- ◆ Arizona WIC's computer system requires the weight data to be in pounds and ounces. The trainer shall explain how to convert tenths of a pound to ounces, if necessary.
- ◆ Write down the weight, and then have the participant step off the scale. This will cause most electronic scales to reset to zero.
- ◆ Arizona WIC requires two measurements. Have the participant step back onto the scale for a second measurement.
- ◆ These two measurements need to be within four ounces of each other. If not, take a third measurement, and use the average of the two closest measurements.
- ◆ Enter the final value into the WIC computer system, along with the date it was taken.

Anthropometrics Activity 2 continued

Technique for measuring an adult and child's height on a Manual Stadiometer:

- ◆ Before measuring, have the participant take off her shoes, and any heavy clothing she might be wearing.
- ◆ Since the headboard needs to rest flat against the participant's head, make sure anything like hair clips or hats are removed. Some hairstyles, like braids, can also prevent the headboard from resting flat, and can cause an inaccurate measurement. Under these circumstances, have the participant do her best to flatten her hair. If the participant is unable to do so, record it in the chart.
- ◆ Have the participant stand under the headboard. Make sure the participant's heels, buttocks, shoulders, and head are all flat up against the vertical beam before lowering the headboard. This will ensure an accurate measurement.
- ◆ Loosen the wing nut that holds the headboard in place, then lower the headboard gently onto the participant's head and re-tighten the nut. Read the measurement at the "Read Here" arrow or designated line to the nearest one eighth of an inch.
- ◆ Two requirements are required to ensure accuracy.
- ◆ Loosen and move the headboard up. Recheck the participant's position to make sure their heels, buttocks, shoulders, and head are all flat against the vertical beam.
- ◆ Lower the headboard firmly onto the participant's head and take a second measurement.
- ◆ These two measurements need to be within $\frac{1}{4}$ inch. If they are not, take a third measurement and use the average of the two closest measurements.
- ◆ Enter the final value into the WIC computer system, along with the date it was taken.

Technique for measuring an adult and child's height on an Electronic Stadiometer

- ◆ Before measuring, have the participant take off her shoes, and any heavy clothing she might be wearing.
- ◆ Since the headboard needs to rest flat against the participant's head, make sure anything like hair clips or hats are removed. Some hairstyles, like braids, can also prevent the headboard from resting flat, and can cause an inaccurate measurement. Under these circumstances, have the participant do her best to flatten her hair. If the participant is unable to do so, record it in the chart.
- ◆ Have the participant stand under the headboard. Make sure the participant's heels, buttocks, shoulders, and head are all flat up against the vertical beam before lowering the headboard. This will ensure an accurate measurement.
- ◆ Lower the headboard gently onto the participant's head and note the measurement. Most digital stadiometers measure in decimal values, which you will need to convert to eighths of an inch.
- ◆ Arizona WIC's computer system requires the height data to be in inches and eighths of an inch. The trainer shall explain how to convert decimal values to eighths of an inch.
- ◆ Two measurements are required to ensure accuracy, so raise the headboard, double check the participant's position to make sure the participant's heels, buttocks, shoulders, and head are all flat against the vertical beam. Lower the headboard firmly onto the participant's head and write down the second measurement.

Anthropometrics Activity 2 continued

- ◆ These two measurements need to be within $\frac{1}{4}$ inch. If they are not, take a third measurement and use the average of the two closest measurements.
- ◆ Enter the final value into the WIC computer system, along with the date it was taken.

Anthropometrics Activity 3

Activity 3 COMPETENCIES:

1. Nutrition educator is able to accurately and precisely demonstrate *two* weight measurements for a child ≥ 2 years.
2. Nutrition educator is able to accurately and precisely demonstrate *two* height measurements for a child ≥ 2 years.
3. Nutrition educator is able to specify the correct age at which it is appropriate to measure children's length (in a recumbent position) vs. height (in a standing position).

Activity 3 Instructions: With your trainer, correctly demonstrate the accurate and precise techniques for measuring weight and height for children ≥ 2 years old. (Module 1, Slide 15 and 27)

See instructions in Activity 2 for the correct technique for weight and height for a child.

Think It Through:

- a. At what age do you begin measuring a child's height in the standing position? (Module 1, Slide 25)
- b. Review with your trainer the type of scale you will use to weight children/adults in your clinic.
- c. For weight, what is the unit of measurement which appears on the child/adult scale in your clinic?
- d. For the child/adult scale, what is the unit of measurement you will enter into the WIC computer system for weight? (Module 1, Slide 12)
- e. If applicable, where in your clinic is the reference for converting tenths of a pound to ounces? (Module 1, Slide 16)
- f. Does the WIC computer system auto-default to recumbent length for children 36 months and younger? (Module 1, Slide 25)
- g. For the child/adult stadiometer, what is the unit of measurement you will enter into the WIC computer system for height? (Module 1, Slide 28 and 29)

- h. If applicable, where is your clinic's reference for converting decimal values to tenths of an inch? (Module 1, Slide 29)

Anthropometrics Activity 4

Activity 4 COMPETENCY:

1. Nutrition educator is able to identify and avoid common weight measurement errors.

Activity 4 Instructions: Name as many common errors as possible in measuring weight for infants, children, and adults. (Module 1, Slide 18)

Think It Through:

- a. Take a precise and accurate weight measurement of a child or woman. Document this number. Next, using the same child or woman, weigh the person with their shoes and outer clothes (if applicable) on. Document this number. Compare the numerical difference between the first and second weight measurements.

- b. Take a precise and accurate weight measurement of a child or woman. Document this number. Next, using the same child or woman, weigh the person as they stand towards the edge of the scale rather than in the center of the scale. Document this number. Compare the numerical difference between the first and second weight measurements.

- c. How can the difference between an accurate and an inaccurate weight measurement potentially affect WIC data in the computer system?

Anthropometrics Activity 5

Activity 5 COMPETENCY:

1. Nutrition educator is able to identify and avoid common recumbent length measurement errors.

Activity 5 Instructions: Name as many common errors as possible in measuring recumbent length. (Module 1, Slide 23)

Think It Through:

- a. **Show the trainer** the correct place to read the measurement on the recumbent length board.
- b. Take a precise and accurate recumbent length measurement of an infant. Document this number. Next, using the same infant, measure the length using only one leg for the measurement. Document this number. Next, using the same infant, measure the length with the infant's toes pointed. Document this number. Compare the numerical differences between the first, second, and third recumbent length measurements.
- c. How can the difference between an accurate and an inaccurate measurement potentially affect WIC data in the computer system?

Anthropometrics Activity 6

Activity 6 COMPETENCY:

- 1. Nutrition educator is able to identify and avoid common height measurement errors.**

Activity 6 Instructions: Name as many common errors as possible in measuring height for children and adults. (Module 1, Slide 30)

Think It Through:

- Take a precise and accurate height measurement of a child or woman. Document this number. Next, using the same child or woman, have the child or woman drop their head downward so their chin is near their chest. Measure this height and document this number. Compare the numerical difference between the first and second height measurements.
- How can the difference between an accurate and an inaccurate measurement potentially affect WIC data in the computer system?

Competency Achievement Checklist / Anthropometrics Module 1 Curriculum

Nutrition Educator Name _____

Local Agency _____

Competency Achievement Checklist Anthropometric Measurement, Module 1			
At this checkpoint:	Evaluate this:	Competency Achievement Date	Initials
LMS Pre-test	Nutrition educator completed the LMS Pre-test.		
Learning Activities	All activities for Module 1 were <i>discussed</i> with the nutrition educator and reviewed for accuracy.		
Competencies	Nutrition educator is able to accurately and precisely demonstrate two weight measurements for an infant.		
	Nutrition educator is able to accurately and precisely demonstrate two length measurements for an infant.		
	Nutrition educator is able to accurately and precisely demonstrate two weight measurements for an adult.		
	Nutrition educator is able to accurately and precisely demonstrate two height measurements for an adult.		
	Nutrition educator is able to accurately and precisely demonstrate two weight measurements for a child ≥ 2 years old.		
	Nutrition educator is able to accurately and precisely demonstrate two height measurements for a child ≥ 2 years old.		
	Nutrition educator is able to identify and avoid common weight measurement errors.		
	Nutrition educator is able to specify the correct age at which it is appropriate to measure children's length (in a recumbent position) vs. height (in a standing position).		
	Nutrition educator is able to identify and avoid common recumbent length measurement errors.		
	Nutrition educator is able to identify and avoid common height measurement errors.		

Module 2: Practicing BMI & Interpreting Growth Charts

Nutrition Educator's Steps:

Return to the LMS Anthropometrics Course. Please complete the steps in the following order:

- If necessary, log back onto <https://az.train.org/DesktopShell.aspx>
- If necessary, re-open the Anthropometrics Course.
- Complete Module 2: Practicing BMI & Interpreting Growth Charts
- Complete Anthropometrics Activity 7 and 8, either individually or with the other nutrition educator(s). Some activities require the presence of your trainer. Please meet with your trainer prior to beginning those activities.
- Meet with your trainer to discuss Practicing BMI & Interpreting Growth Charts Module and complete the “Think It Through” sections for activity 7.

Trainer's Steps:

- Have the nutrition educator complete each activity either individually or as a group with the other nutrition educators.
- Some activities in the Anthropometrics module require the trainer to observe the nutrition educator performing specific tasks. Observation is mandatory in order to determine competency.
- Once finished, the nutrition educator shall meet with the trainer to review the answers to the activities. Please answer all questions the nutrition educator may have and clarify any incorrect answers.
- Discuss the “Think It Through” section with the nutrition educator(s) for activity 7.
- Verify the nutrition educator fully understands the information and procedures.

Anthropometrics Activity 7

Activity 7 COMPETENCIES:

1. Nutrition educator is able to appropriately explain a child's growth patterns to the child's authorized representative(s).
2. Nutrition educator is able to explain the instances when the information in the medical screen needs to be updated in the WIC computer system.

Activity 7 Instructions: Review information for three child growth charts below.

- a. For each child, determine if the growth pattern indicates ***normal height growth, short stature, tall height growth, normal weight, underweight, or overweight.***
 - b. For each child, practice having a conversation with the child's authorized representative to discuss the findings of the weight and height assessment. Please be sensitive to the feelings of the child and authorized representative(s).
-
1. A 3 y.o. male charted as 94 percentile height-for-age.
His weight-for-height charted at 97 percentile weight-for-height.
 2. A 2 y.o. female charted as 55 percentile height-for-age.
Her weight-for-height charted at 9 percentile weight-for-height.
 3. A 4 y.o. female charted at 10 percentile height-for-age.
Her weight-for-height charted at 90 percentile weight-for-height.

Think It Through:

- a. Explain the circumstances when medical information needs to be updated in the HANDS System.

Anthropometrics Activity 8

Activity 8 COMPETENCY:

1. Nutrition educator is able to correctly plot weight on the prenatal weight gain charts.

Activity 8 Instructions: Review the weight and weight gain data for two pregnant women. Answer the questions and graph the data on the appropriate prenatal weight gain chart available in your clinic.

- 1) Marci is 16 weeks gestation with a singleton pregnancy. Her pre-pregnancy height is 5'2" and pre-pregnancy weight is 150 pounds, which is a pre-pregnancy BMI of 27.4. Her weight at 12 weeks gestation was 153 pounds. Her current weight is 155 pounds.
 - a. What is Marci's pre-pregnancy weight status based off her BMI? (Module 2, Slide 12)
 - b. How much total weight is recommended for Marci to gain throughout her pregnancy based upon her pre-pregnancy BMI? (Module 2, Slide 12)
 - c. How many weeks does Marci have left if she delivers a full-term baby? (Module 2, slide 16)
 - d. Choose the appropriate prenatal weight gain chart and graph Marci's weight progress.
- 2) Natasha is 30 weeks gestation with a singleton pregnancy. Her pre-pregnancy height is 5'8" and pre-pregnancy weight is 157 pounds, which is a pre-pregnancy BMI of 23.9. Her weight at 20 weeks gestation was 164 pounds. Her weight at 25 weeks gestation was 169 pounds. Her current weight is 173 pounds.
 - a. What is Natasha's pre-pregnancy weight status based off her BMI? (Module 2, Slide 12)
 - b. How much total weight is recommended for Natasha to gain throughout her pregnancy based upon her pre-pregnancy BMI? (Module 2, Slide 12)
 - c. How many weeks does Natasha have left if she delivers a full-term baby? (Module 2, slide 16)
 - d. Choose the appropriate prenatal weight gain chart and graph Natasha's weight progress.

C

Anthropometrics Post-Test Completion

Nutrition Educator's Steps:

Return to the LMS Anthropometrics Course. Please complete the steps in the following order:

- If necessary, log back onto <https://az.train.org/DesktopShell.aspx>
- Complete the Anthropometrics Post-Test.
- Share the results of your Post-test with your trainer.

Competency Achievement Checklist / Anthropometrics Module 2 Curriculum

Nutrition Educator's Name _____

Local Agency _____

Competency Achievement Checklist Interpreting BMI & Growth Charts, Module 2			
At this checkpoint:	Evaluate this:	Competency Achievement Date	Initials
Learning Activities	All activities for Module 2 were <i>discussed</i> with the nutrition educator and reviewed for accuracy.		
Competencies	Nutrition educator is able to appropriately explain a child's growth patterns to the child's authorized representative(s).		
	Nutrition educator is able to accurately assess the weight status of a pregnant woman.		
	Nutrition educator is able to explain the instances when the scale on the medical screen turns red in the WIC computer system.		
	Nutrition educator is able to correctly plot weight on the prenatal weight gain charts.		
LMS Post-test	Nutrition educator has achieved a score of 80% or better.		

I verify _____ has achieved the learning objectives of the *Online Anthropometrics Course* and is competent to continue with WIC training. The nutrition educator meets the criteria set by the State to receive a *Certificate of Completion* for this course.

Trainer(s) Signature _____ Date _____

*File this signed competency achievement checklist in the appropriate employee training file, in accordance with WIC policy.