## Scale Rubric for Arizona WIC appointments

<table>
<thead>
<tr>
<th>ACTION</th>
<th>(0) Lacks Competence</th>
<th>(1) Needs training, guidance, close monitoring</th>
<th>(2) Needs to be mentored in specific identified skills</th>
<th>(3) Demonstrates Competence</th>
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| **Invest in the Interaction** Welcome the participant and build rapport by opening the conversation in a warm, inviting, genuine tone with: | - Has minimum interaction with client | - Staff introduces self | - Greets client by name  
- Staff introduces self  
- Sets the agenda  
- Reviews previous notes at an inappropriate time | - Reviews previous notes before calling client  
- Greets client by name  
- Staff introduces self  
- Sets the agenda in the spirit of PCS  
- Affirms client |
| **Assessment** Utilizes critical thinking skills to gather, analyze, evaluate, and prioritize the assessment to appropriately assign WIC Codes | - No assessment completed  
- Doesn’t use ABCDE  
- Asks minimal questions  
- Asks closed ended questions  
- Asks repetitive questions  
- Doesn’t use GTHM Tools appropriately or doesn’t use them at all  
- Fails to identify WIC Codes appropriately | - Assessment illogical and does not follow any order or flow  
- Uses ABCDE but misses major portions  
- Introduces GTHM Tool at inappropriate times or doesn’t relate tool to nutrition/breastfeeding  
- Asks the client closed ended questions  
- Asks unproductive and/or irrelevant questions  
- Asks repetitive questions  
- Incomplete or inaccurate assignment of codes | - Assessment is choppy  
- Uses ABCDE, misses key areas in a section  
- Introduces GTHM Tool, but does not connect it to the assessment  
- Asks the client closed ended questions, but relevant  
- Actively listens to client  
- Ask probing questions  
- Interrupts complete assessment process to identify WIC codes | - Uses ABCDE completely  
- Introduces GTHM tool appropriately  
- Introduces GTHM Tool at start of D and connects it to the assessment  
- Asks the client open ended, relevant questions  
- Ask probing questions to get complete information  
- Reflects what client is saying  
- Identifies WIC Codes after assessment is complete |
| **Nutrition Counseling & Education** Offers appropriate, relevant, and accurate counseling and advice | - Doesn’t offer to discuss topics based on assessment | - Jumps right into education at inappropriate times  
- Offers different topics to discuss based on assessment | - Offers different topics to discuss based on assessment and client’s interest at appropriate times  
- Offers anticipatory guidance  
- Offers education in a didactic manner | - Offers education at appropriate moments  
- Offers different topics to discuss based on assessment and client’s interest at appropriate times  
- Offers anticipatory guidance  
- Tailors discussion around client’s needs and interests in the spirit of PCS  
  - Uses OARS  
  - Asks permission  
  - Uses consensus  
  - Explores and offers ideas  
  - Explores client’s feelings |
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<td><strong>Support Health Outcomes</strong>&lt;br&gt;Encourage success by closing the conversation</td>
<td>- Doesn’t discuss next steps&lt;br&gt;- Doesn’t summarize appointment</td>
<td>- Asks client about next steps&lt;br&gt;- Briefly summarizes discussion</td>
<td>- Asks client about next steps&lt;br&gt;- Briefly summarizes discussion</td>
<td>- Asks and discusses with client next steps&lt;br&gt;- Summarizes discussion in more detail&lt;br&gt;- Affirms client&lt;br&gt;- Sets up topic(s) for next appointment for follow up</td>
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<td><strong>Documentation</strong>&lt;br&gt;Uses TGIF note structure appropriately</td>
<td>- Doesn’t leave a note or note contains only 1-2 words in each section</td>
<td>- Very few words are used in each section of the notes; making them very difficult to understand at follow appointment</td>
<td>- T: Tool&lt;br&gt;  - GHTM Tool used, if applicable&lt;br&gt; - G: Goals&lt;br&gt;  - Personal goals or areas identified by participant that they plan to work on&lt;br&gt; - I: Information&lt;br&gt;  - May contain a few key points, but not all&lt;br&gt; - F: Follow-up&lt;br&gt;  - Is minimal or missing or is not relevant to goal or discussion</td>
<td>- T: Tool&lt;br&gt;  - GHTM Tool used, if applicable&lt;br&gt; - G: Goals&lt;br&gt;  - Personal goals or areas identified by participant that they plan to work on&lt;br&gt; - I: Information&lt;br&gt;  - Knowledge, feelings and beliefs of breastfeeding for pregnant and breastfeeding women categories (if applicable)&lt;br&gt; - Caregiver knowledge, feelings, beliefs of infant feeding for infant category (if applicable)&lt;br&gt; - Relevant information you would want the next person seeing this client to know&lt;br&gt; - Any information pertinent to the interaction during the visit&lt;br&gt; - Notes reflecting any new risk factors identified at nutrition education visit&lt;br&gt; - Reasons for food package assignment:&lt;br&gt;  - For any participant with tailored food package&lt;br&gt;  - For any participant getting Food Package III&lt;br&gt;  - For any infant receiving formula, show how the amount of formula on food package was determined&lt;br&gt; - Further detail on nutrition education provided as needed to clarify&lt;br&gt; - F: Follow-up&lt;br&gt;  - Any information the staff person has identified as areas to follow-up with at subsequent visits</td>
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