# 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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<tr>
<td><strong>Invest in the Interaction</strong>&lt;br&gt;Welcome the participant and build rapport by opening the conversation in a warm, inviting, genuine tone with:</td>
<td>• Has minimum interaction with client</td>
<td>• Staff introduces self</td>
<td>• Greets client by name&lt;br&gt;• Staff introduces self&lt;br&gt;• Sets the agenda&lt;br&gt;• Reviews previous at an inappropriate time</td>
<td>• Reviews previous notes before calling client&lt;br&gt;• Greets client by name&lt;br&gt;• Staff introduces self&lt;br&gt;• Sets the agenda in the spirit of PCS&lt;br&gt;• Affirms client</td>
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<td><strong>Assessment</strong>&lt;br&gt;Utilizes critical thinking skills to gather, analyze, evaluate, and prioritize the assessment to appropriately assign category &amp; WIC Codes</td>
<td>• No assessment completed&lt;br&gt;• Doesn’t use ABCDE&lt;br&gt;• Asks minimal questions&lt;br&gt;• Asks closed ended questions&lt;br&gt;• Asks unproductive and/or irrelevant questions&lt;br&gt;• Asks repetitive questions&lt;br&gt;• Doesn’t use GTHM Tools appropriately or doesn’t use them at all&lt;br&gt;• Fails to identify WIC Codes appropriately&lt;br&gt;• Fails to identify correct category</td>
<td>• Assessment illogical and does not follow any order or flow&lt;br&gt;• Uses ABCDE but misses major portions&lt;br&gt;• Introduces GTHM Tool at inappropriate times or doesn’t related topic to nutrition/breastfeeding&lt;br&gt;• Asks the client closed ended questions&lt;br&gt;• Asks unproductive and/or irrelevant questions&lt;br&gt;• Asks repetitive questions&lt;br&gt;• Asks minimal questions&lt;br&gt;• Asks closed ended questions&lt;br&gt;• Asks minimal questions</td>
<td>• Assessment is choppy&lt;br&gt;• Uses ABCDE, misses key areas in a section&lt;br&gt;• Introduces GTHM Tool, but does not connect it to the assessment&lt;br&gt;• Asks the client closed ended questions, but relevant&lt;br&gt;• Actively listens to client&lt;br&gt;• Asks probing questions&lt;br&gt;• Interrupts complete assessment process to identify WIC codes&lt;br&gt;• Breastfeeding assessment completed, but does not match client category or does not tailor food package appropriately</td>
<td>• Uses ABCDE completely&lt;br&gt;• Introduces GTHM Tool at start of D and connects it to the assessment&lt;br&gt;• Asks the client open ended, relevant questions&lt;br&gt;• Ask probing questions to get complete information&lt;br&gt;• Reflects what client is saying&lt;br&gt;• Offers education at appropriate moments&lt;br&gt;• Identifies WIC Codes after assessment is complete&lt;br&gt;• Breastfeeding Authority conducts a breastfeeding assessment, accurately assigns category, completes all supporting screens and tailors food package appropriately.</td>
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<td><strong>Nutrition Counseling &amp; Education</strong>&lt;br&gt;Offers appropriate, relevant, and accurate counseling and advice</td>
<td>• Doesn’t offer to discuss topics based on assessment</td>
<td>• Jumps right into education at inappropriate times&lt;br&gt;• Offers different topics to discuss based on assessment</td>
<td>• Offers different topics to discuss based on assessment and client’s interest at appropriate times&lt;br&gt;• Offers anticipatory guidance&lt;br&gt;• Offers education in a didactic manner</td>
<td>• Offers different topics to discuss based on assessment and client’s interest at appropriate times&lt;br&gt;• Offers anticipatory guidance&lt;br&gt;• Tailors discussion around client’s needs and interests in the spirit of PCS&lt;br&gt;• Uses OARS&lt;br&gt;• Asks permission&lt;br&gt;• Uses consensus&lt;br&gt;• Explores and offers ideas&lt;br&gt;• Explores client’s feelings</td>
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| Documentation | Uses TGIF note structure appropriately | Doesn’t leave a note or note contains only 1-2 words in each section | Very few words are used in each section of the notes; making them very difficult to understand at follow appointment | T: Tool  
- GHTM Tool used, if applicable  
- Goals  
- Personal goals or areas identified by participant that they plan to work on  
I: Information  
- May contain a few key points, but not all  
F: Follow-up | T: Tool  
- GHTM Tool used, if applicable, and what shared about her strengths, challenges, motivations, and/or concerns.  
G: Goals  
- Personal goals or areas identified by participant that they plan to work on  
I: Information  
- Knowledge, feelings and beliefs of breastfeeding for pregnant and breastfeeding women categories (if applicable)  
- Caregiver knowledge, feelings, beliefs of infant feeding for infant category (if applicable)  
- Relevant information you would want the next person seeing this client to know  
- Any information pertinent to the interaction during the visit  
- Reasons for WIC Codes that are manually assigned  
- Further detail on nutrition education provided as needed to clarify  
- Details regarding food package tailoring for participant and/or breast pump assignment (if applicable)  
- HANDS will collect infant feeding amounts in the Assessment screen, so including these in the note is optional  
F: Follow-up  
- Any information the staff person has identified as areas to follow-up with at subsequent visits |

Revised March 2019