

PCS & Nutrition Education Rubric

Item	(0) Staff are NOT meeting requirements	(1) Staff are somewhat meeting requirements	(2) Staff are mostly meeting requirements	(3) Staff are meeting requirements
Nutrition Education				
Tools <ul style="list-style-type: none"> Tool used appropriately <i>Ex. linked to the assessment & nutrition education topic development</i> 	<ul style="list-style-type: none"> No tool used and client was resistant/not involved in discussion 	<ul style="list-style-type: none"> No tool used but client was involved in discussion and not resistant. 	<ul style="list-style-type: none"> Introduces a tool but does not appropriately link it to the assessment & nutrition education topic development 	<ul style="list-style-type: none"> Tool used appropriately OR No tool was used but was not needed
NE Topic: <ul style="list-style-type: none"> Nutrition assessment completed before nutrition education provided (at cert & mid-cert) Offers topics based on assessment (at cert & mid-cert) & client interest Topics were documented and matched the topics discussed Previous goals were reviewed and follow-up documented. 	<ul style="list-style-type: none"> No nutrition assessment completed first Staff chooses topic without client input Topic not documented Topic documented when no education was provided Previous goals were not mentioned 	<ul style="list-style-type: none"> Nutrition Assessment partially completed before nutrition education provided Does not offer topics based on assessment or client interest Topic documented was not related to education provided The previous goals was mentioned but no follow-up questions were asked 	<ul style="list-style-type: none"> Nutrition assessment mostly completed before nutrition education provided Offers topics based on assessment or client interest but does not fully address the concern Topic documented was mostly related to education provided The previous goal was discussed but insufficient follow-up questions were asked or not all pertinent info was recorded in notes 	<ul style="list-style-type: none"> Nutrition assessment completed before nutrition education provided Offers topics based on assessment & client interest and fully addresses the concern Topic documented matched the education provided The previous goal was discussed, sufficient follow-up questions were asked and all pertinent info was recorded in notes
Handout: <ul style="list-style-type: none"> Hand-outs are used appropriately; offered as reinforcement to education provided or to give ideas/examples. Handouts were documented and matched the handouts provided 	<ul style="list-style-type: none"> No handout used when a helpful one is available Handout documented when not provided 	<ul style="list-style-type: none"> Handout used inappropriately. <i>Ex. Only providing or reading from the handout as the education or does not relate to the topic discussed</i> No handout documented 	<ul style="list-style-type: none"> Handout was mostly used appropriately Hand-out documented incorrectly 	<ul style="list-style-type: none"> Hand-out used appropriately; offered as a reinforcement to education provided or to give ideas/examples OR No hand-out provided or needed Handout documented correctly
Goal: <ul style="list-style-type: none"> Goal matched what was discussed Goal reflects desired health outcome of the client Goal was chosen by client 	<ul style="list-style-type: none"> No goal entered or discussed Goal documented when no education provided 	<ul style="list-style-type: none"> Goal entered did not match what was discussed Goal does not reflect desired health outcome Goal was chosen mostly by staff 	<ul style="list-style-type: none"> Goal mostly matched what was discussed Goal mostly reflects desired health outcome Goal was chosen mostly by client 	<ul style="list-style-type: none"> Goal matched what was discussed Goal reflects desired health outcome of the client Goal was chosen by client

<p>Ways to Meet Goal:</p> <ul style="list-style-type: none"> • Documented Ways to Meet Goal matched what was discussed • Ways to Meet Goal reflects desired health outcome of the client • Ways to Meet Goal were SMART • Ways to Meet Goal was chosen by client 	<ul style="list-style-type: none"> • No Ways to Meet Goal entered or discussed • Ways to Meet Goal documented when no education provided 	<ul style="list-style-type: none"> • Ways to Meet Goal entered did not match what was discussed • Ways to Meet Goal does not reflect desired health outcome • Ways to Meet Goal were vague and missing most components of a SMART goal • Ways to Meet Goal was chosen mostly by staff 	<ul style="list-style-type: none"> • Ways to Meet Goal mostly matched what was discussed • Ways to Meet Goal mostly reflects desired health outcome • Ways to Meet Goal were missing some components of a SMART goal • Goal was chosen mostly by client 	<ul style="list-style-type: none"> • Ways to Meet Goal matched what was discussed • Ways to Meet Goal reflects desired health outcome of the client • Ways to Meet Goal were SMART • Ways to Meet Goal was chosen by client
<p>NE Delivery</p> <ul style="list-style-type: none"> • Offers education at appropriate times • Offers anticipatory guidance when applicable • Logical and conversational • Includes an appropriate number of topics and level of information • Appropriate for client based on socioeconomic status, current living situation, education and ability to make change • Provided in the spirit of PCS 	<ul style="list-style-type: none"> • No NE provided & 3 months of benefits issued 	<ul style="list-style-type: none"> • Jumps into education at inappropriate times • Education lacked logical flow • NE was didactic • Some inaccurate information provided • Too many topics discussed • NE included either not enough or unnecessary information • Education provided was not appropriate for client based on socioeconomic status, current living situation, education and ability to make changes 	<ul style="list-style-type: none"> • NE is choppy • Education was somewhat interactive • Education provided was mostly appropriate for client based on socioeconomic status, current living situation, education and ability to make changes 	<ul style="list-style-type: none"> • Offers education at appropriate times • Offers anticipatory guidance • Logical and conversational (vs. didactic) • Included an appropriate number of topics and level of information • NE provided in the spirit of PCS • No NE provided but appropriate for the situation & only 1 month of benefits issued
<p>Breastfeeding NE (as applicable)</p> <ul style="list-style-type: none"> • Supported or encourage breastfeeding • Fully and accurately addressed Mom's BF questions or concerns • Client provided with a breast pump (if applicable) and adequate education on use 	<ul style="list-style-type: none"> • No breastfeeding support or encouragement provided • No breastfeeding NE provided when applicable • A breast pump was not provided when applicable. 	<ul style="list-style-type: none"> • Missed opportunity to support or encourage breastfeeding • Provided inaccurate information • Did not address Mom's BF questions or concerns • Client provided with a breast pump (if applicable) 	<ul style="list-style-type: none"> • Supported or encourage breastfeeding • Provided accurate information • Somewhat addressed Mom's BF questions or concerns • Client provided with a breast pump but education on its use was incomplete 	<ul style="list-style-type: none"> • Supported or encourage breastfeeding • Fully and accurately addressed Mom's BF questions or concerns • Client provided with a breast pump (if applicable) and adequate education on its use

Basic PCS Skills				
<p>Establishes Rapport</p> <ul style="list-style-type: none"> • Greets client warmly & introduces self • Takes opportunities to build rapport with the client <u>from the beginning and continuing throughout</u> the appointment 	<ul style="list-style-type: none"> • Has minimum interaction with client • Makes minimal eye contact 	<ul style="list-style-type: none"> • Greets client • Makes some eye contact. • Misses many opportunities for building rapport 	<ul style="list-style-type: none"> • Greets client & introduces self • Makes frequent eye contact • Takes some opportunities to build rapport with the client 	<ul style="list-style-type: none"> • Greets client warmly • Staff introduces self • Takes opportunities to build rapport with the client from the beginning and continuing throughout the appointment
<p>Sets the agenda</p> <ul style="list-style-type: none"> • Sets the agenda immediately after greeting client and introducing self • Provides all pertinent information: what will happen in the appointment and how long it will take • If a certification or as applicable, both staff set the agenda 	<ul style="list-style-type: none"> • Provides no information on what to expect in the appointment 	<ul style="list-style-type: none"> • Provides minimal information on what the appointment will entail. • May use 'WIC speak' that clients may or may not understand <i>Ex. I'll be doing your cert appointment today</i> 	<ul style="list-style-type: none"> • Provides most but not all information on what to expect • Uses limited 'WIC speak' <i>Ex. Today I'll be taking Jimmy's height and weight and then we'll go back to my office to look at proofs.</i> • Only one staff member sets the agenda (certification or as applicable) 	<ul style="list-style-type: none"> • Provides all pertinent information: what will happen in the appointment and how long it will take. • Both staff members set the agenda (certification or as applicable)
<p>Asks permission</p> <ul style="list-style-type: none"> • Asks permission when appropriate <p><i>Ex. after setting the agenda, before providing advice or sharing information, or when changing rooms</i></p>	<ul style="list-style-type: none"> • Does not ask permission 	<ul style="list-style-type: none"> • Rarely asks permission when appropriate 	<ul style="list-style-type: none"> • Asks permission when appropriate most of the time 	<ul style="list-style-type: none"> • Asks permission when appropriate
<p>Client file review</p> <ul style="list-style-type: none"> • <u>If a new certification, asks if client was on WIC before</u> • Checks file before the appointment to see what is required for each client (ht/wt/hgb/proofs etc.) • Reviews notes and previous nutrition education before appointment and appropriately uses the information 	<ul style="list-style-type: none"> • If a new certification, does not ask if client was on WIC before • Does not review file before meeting with the client 	<ul style="list-style-type: none"> • If a new certification, asks if client was on WIC before • Either does not check file to see what is required for each client (ht/wt/hgb/proofs etc.) OR Does not review notes and previous nutrition education 	<ul style="list-style-type: none"> • If a new certification, asks if client was on WIC before • Checks file to see what is required for each client (ht/wt/hgb/proofs etc.) • Reviews notes and previous nutrition education during the appointment OR does not appropriately use the information 	<ul style="list-style-type: none"> • If a new certification, asks if client was on WIC before • Checks file to see what is required for each client (ht/wt/hgb/proofs etc.) • Reviews notes and previous nutrition education before appointment and appropriately uses the information

Advanced PCS Skills for Risk/Nutrition Assessment

<p>Open-ended questions</p> <ul style="list-style-type: none"> Assessment follows a smooth and logical flow Asks an appropriate amount of open ended, relevant questions Questions are non-judgmental and non-leading Asks probing questions 	<ul style="list-style-type: none"> Does not ask follow-up questions Asks only close ended questions Asks repetitive, judgmental or leading questions 	<ul style="list-style-type: none"> Assessment illogical and does not follow any order or flow Asks unproductive and/or irrelevant questions Asks close ended questions Asks some repetitive, judgmental or leading questions 	<ul style="list-style-type: none"> Assessment is choppy Asks client mostly close-ended but relevant questions Asks some probing questions to get complete information 	<ul style="list-style-type: none"> Assessment follows a smooth and logical flow Asks the client open ended, relevant questions Asks probing questions to get complete information
<p>Affirmations</p> <ul style="list-style-type: none"> Sound natural and genuine Affirms client when appropriate <i>Ex. Mom shares a change she's made, something she's proud of or a challenge she's working on</i> 	<ul style="list-style-type: none"> No affirmations provided 	<ul style="list-style-type: none"> Affirmations rarely provided when appropriate More focused on choosing a nutrition topic to discuss instead of listening to and affirming client 	<ul style="list-style-type: none"> Affirmations sometimes provided when appropriate Affirmations sound robotic or not genuine. 	<ul style="list-style-type: none"> Affirms client when appropriate Affirmations sound natural and genuine.
<p>Reflections</p> <ul style="list-style-type: none"> Used to confirm staff understanding Sound natural and genuine. 	<ul style="list-style-type: none"> No reflections used 	<ul style="list-style-type: none"> Reflections rarely used to confirm staff understanding More focused on choosing a nutrition topic to discuss instead of listening to and reflecting the client's words 	<ul style="list-style-type: none"> Reflections are sometimes used Reflections sound robotic or not genuine. 	<ul style="list-style-type: none"> Reflections used to confirm staff understanding Reflections sound natural and genuine.
<p>Summarize</p> <ul style="list-style-type: none"> Information gathered in the assessment is summarized before moving on to nutrition education. Client is asked to confirm that the information was correct Nutrition education is summarized 	<ul style="list-style-type: none"> Information gathered in the assessment is not summarized No summary of nutrition education provided. 	<ul style="list-style-type: none"> Some information gathered in the assessment is summarized before moving on to nutrition education. Some information and goals discussed in nutrition education are summarized. Client may not be asked to confirm that the information was correct ('Does that sound right?') 	<ul style="list-style-type: none"> Most information gathered in the assessment is summarized before moving on to nutrition education. Most information and goals discussed in nutrition education are summarized. Client may be asked to confirm that the information was correct 	<ul style="list-style-type: none"> Information gathered in the assessment is summarized before moving on to nutrition education. Information and goals discussed in nutrition education are summarized. Client is asked to confirm that the information was correct
<p>Client participation</p> <ul style="list-style-type: none"> Responds to client body language and tone of voice Collects information without interrupting or correcting the client Client does more of the talking 	<ul style="list-style-type: none"> Directs the appointment without input from client 	<ul style="list-style-type: none"> Does not respond to client body language and tone of voice Interrupts or corrects the client regularly Staff does most of the talking 	<ul style="list-style-type: none"> Somewhat responds to client body language and tone of voice Occasionally interrupts or corrects the client Staff and client are doing equal amounts of talking 	<ul style="list-style-type: none"> Responds to client body language and tone of voice Does not interrupt or correct the client Client does more of the talking