

Evaluation

Congratulations on completing the units of the *Bright Ideas* Nutrition Education Skills Module!
Good job!!

The last part remaining to the module is evaluation. On the next page is the Nutrition Education Skills Evaluation Tool. This is your chance to demonstrate *Bright Ideas!*

Have your supervisor observe you with a participant. They will use the evaluation tool to identify the great skills you use when providing nutrition education. They may also be able to find areas that require a little more practice. Remember . . . we all need improvement in some areas. No one is ever "great" in all areas and at all times. Part of the *Bright Ideas* concept is identifying areas to work on and creating plans for improvement.

WIC Nutrition Education Skills Evaluation Tool

Name _____

Reviewer _____

Date _____

	<u>Great</u>	<u>Needs Improvement</u>	<u>Not Yet Attempted</u>
Introduction and Friendly Comments			
(Reference: <i>Bright Ideas</i> , Units 1, 3)			
Prepared for client visit	_____	_____	_____
Avoids making the client wait	_____	_____	_____
Greets client warmly	_____	_____	_____
Introduces self	_____	_____	_____
Makes initial positive comment	_____	_____	_____
Touches client if comfortable/appropriate	_____	_____	_____
Refers to client/children by name	_____	_____	_____
Comments: _____			
 Overview of What to Expect (Reference: <i>Bright Ideas</i> , Unit 1)			
Asks what client knows about WIC (1st visit)			
Explains what the appointment is for and how long it will take	_____	_____	_____
Explains WIC provides supplemental foods, nutrition education, and health care referrals (1st visit)	_____	_____	_____
Comments: _____			
 Getting Information/Diet Assessment/Measurements			
(Reference: <i>Bright Ideas</i> , Unit 12)			
Collects information accurately/efficiently			
Uses open ended questions (how, when, how much, who, what, where?)	_____	_____	_____
Listens attentively	_____	_____	_____
Acknowledges client's thoughts and concerns (uses "encouragers")	_____	_____	_____
Stays on task	_____	_____	_____
Completes evaluation of Ht/Wt/Hct/Diet and Nutrition Questionnaire before education	_____	_____	_____
Comments: _____			
 Identify Problem/Topic Areas (Reference: <i>Bright Ideas</i> , Units 3, 4)			
Explains why client qualifies (NRF) for WIC (certification/recertification)			
Identifies 2-3 priority items from information collected	_____	_____	_____
Asks and listens to client's priorities/concerns	_____	_____	_____
Makes smooth transition to providing education	_____	_____	_____
Comments: _____			

Giving the Information (Reference: *Bright Ideas*, Units 2, 4, 5, 6, 13)

Provides information pertinent to client concerns	_____	_____	_____
Points out the benefits to client	_____	_____	_____
Incorporates clients ideas/solutions	_____	_____	_____
Limits information to only 2-3 main topics	_____	_____	_____
Includes no more than 1-2 appropriate handouts	_____	_____	_____
Comments: _____			

Great **Needs Improvement** **Not Yet Attempted**

Behavior Change Goal (Reference: *Bright Ideas*, Units 7, 8, 10)

Finds out what the client is willing to change and how	_____	_____	_____
Helps the client identify 1-3 small achievable goals	_____	_____	_____
Helps the client make the goal(s) specific (how, when, how much, who, what, where?)	_____	_____	_____
Asks client how difficult it will be to reach their goal	_____	_____	_____
Asks client what potential obstacles may interfere with their progress (social, personal, physical environment)	_____	_____	_____
Asks client for ways to eliminate or minimize problems	_____	_____	_____
Asks client to summarize what they plan to do	_____	_____	_____
Personalizes handout by writing name and goal on handout (if appropriate)	_____	_____	_____
Documents goal on care plan	_____	_____	_____
Tells client they will ask them how it worked at the next WIC appointment	_____	_____	_____
Comments: _____			

Physical Environment (Reference: *Bright Ideas*, Unit 1)

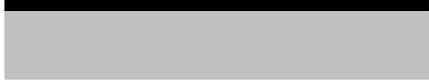
Semi-private	_____	_____	_____
Attractive/organized	_____	_____	_____
Comfortable	_____	_____	_____
Client's chair arranged to allow client facing staff without the desk between (knee to knee)	_____	_____	_____
Distance between staff and client 3 feet or less	_____	_____	_____
Children adequately attended to	_____	_____	_____
Apologizes for interruptions	_____	_____	_____
Comments: _____			

Interviewer Behaviors Throughout Session

(Reference: *Bright Ideas*, Units 9, 11)

Makes regular eye contact	_____	_____	_____
Facial expression - friendly	_____	_____	_____
Posture - relaxed, open, facing client	_____	_____	_____
Listens to client	_____	_____	_____
Avoids making client defensive/avoids fussing at the client	_____	_____	_____
Gives positive genuine feedback and support	_____	_____	_____
Checks routinely to see if client has questions	_____	_____	_____
Acknowledges and adjusts for difficult situations (upset client, crying infant)	_____	_____	_____
Aware of cultural differences	_____	_____	_____

Comments: _____



Client Response (True measure of effectiveness - did it work?)

(Reference: *Bright Ideas*, Units 9, 10)

Client participated in session

Client indicated session was helpful

Client had opportunity for responses

Client left appointment with a plan and specific goal to work on

Comments: _____

Staff goal to improve nutrition education skills and communication with WIC clients:
