

4-3 Job Aid: What is a complete assessment?

Assess **first**, before you take any other action

Before you offer any nutrition-focused counseling or anticipatory guidance or assign a food package, you must complete the assessment.

Five steps for completing an assessment

Step 1: Record review and greeting

- If available, review participant record from previous appointments, e.g. risks, next steps, documentation, plans, appointment history
- Review information gathered at intake, e.g. category, income, resources being utilized (e.g. OHP, SNAP, TANF), migrancy, homeless status, referrals made
- Greet participant and look for visual or non-verbal clues

Step 2: Assess **ABCDE**

- You must assess each of these areas (see the table for details):
 - **A** = Anthropometrics
 - **B** = Biochemical
 - **C** = Clinical
 - **D** = Dietary
 - **E** = Environmental
- Topics to be explored in the clinical, dietary, and environmental areas are listed at the end of the job aid.

Risk Area	Assessment	Notes
A nthropometric	<ul style="list-style-type: none"> • Take accurate height/length and weight measurements. • Record accurately • Review growth or weight gain grids • Interpret trends 	<ul style="list-style-type: none"> • Use correct techniques for accuracy • Recheck if needed • Can use info from health care provider
B iochemical	<ul style="list-style-type: none"> • Collect accurate blood sample for hemoglobin • Record accurately • Interpret results 	<ul style="list-style-type: none"> • Use correct techniques for accuracy • Recheck if needed • Can use info from health care provider
C linical	<ul style="list-style-type: none"> • Collect info related to all topics identified in the data system questionnaires • Review health or medical concerns or diagnosis 	<ul style="list-style-type: none"> • Review health history • Need health care provider diagnosis for specific medical conditions
D ietary	<ul style="list-style-type: none"> • Collect info related to feeding behavior topics identified in the data system questionnaires • Open the conversation about feeding or eating habits • Attitudes (the participant/caregiver thoughts, feelings, or concerns) • Actions (what the participant/caregiver does) • Supplementation (prescribed, over-the-counter, traditional, herbal) 	<ul style="list-style-type: none"> • Review diet assessment and food groups being limited or excluded • Compare intake to norms for category and age • Note development of feeding skills for infants and children • Consider feeding relationships and family mealtimes
E nvironmental	<ul style="list-style-type: none"> • Collect info related to all topics identified in the data system questionnaires • Review family health habits and living situation 	<ul style="list-style-type: none"> • Consider family stressors, i.e. income, homelessness, domestic violence • Consider family resources, strengths and supports

Step 3: Dig deeper

- Use **critical thinking** to review information you have gathered from the participant and identify any missed opportunities to learn more
- Use participant centered counseling skills such as OARS to gather more information
- Find out about caregiver plans, expectations, concerns, and motivations
- Explore family resources, strengths, and challenges

Step 4: Assign risks and document assessment

- Use **critical thinking** to review assigned risks and make sure they are correct and complete
- Assign any additional nutrition risks needed based on risk criteria
- Document assessment information in the data system

Step 5: Decide on topics for nutrition-focused counseling

- Once you have done a complete and thorough assessment, you are ready to provide nutrition-focused counseling, anticipatory guidance, referrals, and the appropriate foods!

Clinical topics to explore during Step 2 of the assessment

	Women	Infants	Children
Opening	<ul style="list-style-type: none">• Current health status (Tell me about your pregnancy/labor and delivery.)	<ul style="list-style-type: none">• Current health status (Tell me about your baby's health.)	<ul style="list-style-type: none">• Current health status (Tell me about your child's health.)
Health	<ul style="list-style-type: none">• General health history• Past pregnancies and postpartum periods• Medication use• Prenatal care• Postpartum checks	<ul style="list-style-type: none">• Health history• Growth• Medications• Well child checks• Access to medical care• Immunizations (screen for DTaP)	<ul style="list-style-type: none">• Health history• Growth• Dental health• Medications• Well child checks• Access to medical care• Immunizations (screen for DTaP)

<p>Common concerns</p>	<ul style="list-style-type: none"> • Weight management • Physical changes • Energy levels 	<ul style="list-style-type: none"> • Physical development (rolling, sitting, crawling) • Social development (bonding, engaging, interactions) • Sleep patterns 	<ul style="list-style-type: none"> • Physical development (walking, coordination, toilet training) • Cognitive development (colors, numbers, letters) • Language skills
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Dietary topics to explore during Step 2 of the assessment

	Women	Infants	Children
Opening	<ul style="list-style-type: none"> Eating habits (Tell me how you are eating.) 	<ul style="list-style-type: none"> Feeding (How are you feeding your baby? Tell me about feeding your baby.) 	<ul style="list-style-type: none"> Eating habits (Tell me about feeding your child.)
Attitudes	<ul style="list-style-type: none"> Eating issues Interest in eating Appetite Nutrition knowledge 	<ul style="list-style-type: none"> Breastfeeding success/concerns Feeding relationship Recognition of feeding cues Interaction during bottle feeding (propping, etc.) 	<ul style="list-style-type: none"> Feeding relationship Feeding concerns Support for independent eating Division of responsibility Recognition of hunger/fullness
Actions	<ul style="list-style-type: none"> Eating behaviors Meal patterns Food preferences Food fads Food avoidance Cultural issues Food safety Milk type and intake Food security 	<ul style="list-style-type: none"> Feeding behaviors Developmental stages Frequency of feeding Breastfeeding skills Preparation of formula Formula type and tolerance Appropriate introduction of solids/cup Progression of textures/Finger foods Food safety 	<ul style="list-style-type: none"> Feeding behaviors Developmental stages Meal patterns Weaning, use of cup/bottle Self-feeding Food preferences Food avoidance Food safety Milk type and intake Food security
Supplements	<ul style="list-style-type: none"> Use of vitamin or mineral supplements Herbal or traditional supplements 	<ul style="list-style-type: none"> Use of fluoride or Vitamin D supplements Herbal or traditional supplements 	<ul style="list-style-type: none"> Use of fluoride or Vitamin D supplements Herbal or traditional supplements

Environmental topics to explore during Step 2 of the assessment

	Women	Infants	Children
Opening	<ul style="list-style-type: none"> • Living situation (Tell me about your household.) 	<ul style="list-style-type: none"> • Living situation (Tell me about your baby's home) 	<ul style="list-style-type: none"> • Living situation (What is your child's home like?)
Smoking	<ul style="list-style-type: none"> • Tobacco • Marijuana • Vaping 	<ul style="list-style-type: none"> • Second hand smoke exposure (smoking in the home or car) 	<ul style="list-style-type: none"> • Second hand smoke exposure (smoking in the home or car)
Substance use	<ul style="list-style-type: none"> • Alcohol • Opioids • Illicit or illegal drugs 	<ul style="list-style-type: none"> • Parental substance use 	<ul style="list-style-type: none"> • Parental substance use
Home	<ul style="list-style-type: none"> • Stability of household • Support systems • Access to resources • Breastfeeding status • Number of children 	<ul style="list-style-type: none"> • Family (siblings, parents, extended family) • Care providers (parents, daycare, etc.) • Stability of household • Mom on WIC during pregnancy 	<ul style="list-style-type: none"> • Family (siblings, parents, extended family) • Care providers (parents, daycare, preschool etc.) • Stability of household
Safety	<ul style="list-style-type: none"> • Domestic violence 	<ul style="list-style-type: none"> • Physical safety • Emotional support • Nurturing • Parenting style 	<ul style="list-style-type: none"> • Physical safety • Emotional support • Discipline • Parenting style