



## EVALUATED TEACHING GUIDELINES

### ICEA Childbirth Educator Certification Program

The purpose of evaluated teaching is to assess the candidate's actual teaching ability, to ascertain the candidate's advocacy of specific concepts supported by ICEA, and to determine that the candidate actively teaches ICEA's philosophy of "freedom of choice based on knowledge of alternatives."

#### TYPE OF CLASS TO BE EVALUATED

The primary objective for the series must be preparation for childbirth. The series must have a minimum total of twelve hours. However, ICEA recognizes that not all candidates teach in settings that provide this format. As a result, candidates who teach a series that differs in format may petition the Certification Coordinator in care of the ICEA Central Office for an exemption. The exemption must be granted BEFORE the series is evaluated. Candidates should make the request for an exemption in writing, describing the proposed format and curriculum and explaining how the series meets the needs of the expectant parents.

The series should cover the following:

#### I. Class content must include:

- A. The natural physiological pattern of labor, birth, and postpartum
- B. Frequent abnormal or unexpected variations during the childbearing year
- C. Physical and emotional changes encountered in pregnancy, birth, and postpartum; father's experiences and feelings during the childbearing year
- D. Maternal and infant nutrition
- E. Common medical interventions and procedures during the birth process as well as analgesia and anesthesia, vaginal and cesarean birth, indications and contraindications for the above, available alternatives
- F. The history, development, and philosophy of childbirth education
- G. Family-centered maternity care

#### II. Class content may also include:

- A. Anatomy (male and female), physiology of reproduction, and sexuality during the childbearing year
- B. Fetal development and newborn characteristics
- C. Perinatal screening and diagnostic procedures
- D. Iatrogenic and teratogenic influences in pregnancy

#### III. Adequate class time must be allotted for demonstration, return demonstration, practice and review of exercises and labor coping skills including:

- A. Relaxation
- B. One or more breathing patterns
- C. Comfort measures
- D. Body conditioning exercises for pregnancy, birth, and postpartum.

#### IV. Participants are to be given opportunity during class to discuss content areas, personal needs, and goals.

- V. Throughout the series, advocacy of the following concepts must be evident:
- A. Rights and responsibilities in making informed choices based on knowledge of alternatives
  - B. Legal rights and informed consent
  - C. Breastfeeding as the preferred means of promoting infant nutrition, neonatal immunization, and maternal-infant bonding
  - D. Avoidance of medical intervention in uncomplicated pregnancy, birth, and postpartum
  - E. Family-centered maternity care
  - F. Parental participation, sharing, and individual satisfaction in vaginal and cesarean births
  - G. Consumer participation and advocacy in local health care planning

#### CHILDBIRTH METHOD TO BE TAUGHT

ICEA does not promote one specific method of childbirth preparation. The candidate may teach whatever method is preferred. It is quite possible for an evaluator to work with a candidate who teaches a method unfamiliar to the evaluator. The teaching evaluation is not to be an evaluation of a specific method but of how well the candidate teaches the method chosen. It is also an evaluation of how consistently the candidate advocates ICEA's goals and philosophy, especially freedom of choice based on knowledge of alternatives. The candidate is required to advocate ICEA's goals and philosophy regardless for whom the candidate teaches.

#### NUMBER OF SERIES TO BE EVALUATED

A minimum of one complete series is to be evaluated. Each class within that series must be observed. The observation may be on-site, via audio or video tapes, or a combination of both. The candidate may teach as many series as the evaluator thinks necessary to complete a successful teaching recommendation. The evaluator's responsibility is to verify that the candidate is a competent teacher and actively promotes and teaches ICEA's philosophy of freedom of choice based on knowledge of alternatives.

#### PRIOR TEACHING EXPERIENCE

The ICEA Childbirth Educator Certification Program is a verification of skills and knowledge. It is not a basic teacher preparation program. It is to the candidate's advantage to have taught a number of series before attempting the evaluated teaching segment. However, it is possible for the evaluated teaching segment to be the first teaching experience for the candidate. In some cases a novice instructor may be asked to repeat the evaluated teaching segment because of lack of experience.

#### EVALUATOR QUALIFICATIONS

There are two categories of qualified evaluators. The first is an ICEA Certified Childbirth Educator, an ICCE, with a current ICEA membership. The second is a person active in the field of childbirth education who has a current ICEA membership of at least the past 12 months. Childbirth education experience can be gained through being a childbirth educator, teacher trainer, teacher evaluator, local group administrator or class assistant. Persons not having a background in childbirth education such as a school teacher, doctor, nurse or other health professional are not considered appropriately prepared to evaluate a childbirth educator.

Candidates must verify the membership qualification of their evaluator with the ICEA Central Office BEFORE beginning an evaluated teaching series. An evaluator membership verification form is included with the study guides. A series evaluated by an unqualified evaluator will not be accepted.

The candidate should select the evaluator carefully. It is ICEA's intention that the candidate remain with the same evaluator until the conclusion of the evaluated teaching segment. Therefore, the candidate should consider whether or not the potential evaluator has maturity and experience in the field of childbirth education, an understanding of ICEA's goals and philosophy, an ability to provide objective evaluation and is effective in interpersonal relationships. The candidate and the evaluator should clearly define all aspects of their potential relationship before contracting to work with each other. They should mutually agree on such areas as reimbursement for evaluation; the format for discussing each class after an observation; compatibility of teaching method and techniques or willingness to work with each other despite differences; physical attendance at classes or mutual agreement to use tape recordings; the role of the evaluator in reviewing the candidate's teaching outline prior to the evaluated teaching segment; and any other such matters that need to be agreed upon prior to the beginning of the series. Both the candidate and the evaluator need a mutual respect for each other and a willingness to conduct the evaluation in a professional manner regardless of personal relationships. It is ultimately the candidate's responsibility to select a qualified evaluator whose opinion the candidate will respect.

#### PAYMENT TO THE EVALUATOR

The candidate and the evaluator are to agree on whether reimbursement is expected and the amount and type of reimbursement. ICEA does not set any rules in this area because it is a matter between two individuals. In general, most childbirth educators are paid for their services, although some may choose to volunteer their time or trade services. If the candidate and evaluator are from the same local childbirth group, criteria for payment may be part of the group's procedure, and thus would be subject to the rules of the group. The evaluator and candidate should discuss what reimbursement would be involved if more than one series were needed for a successful recommendation.

#### NUMBER OF EVALUATORS

There is to be one evaluator who meets the ICEA requirements. If a local group wishes the candidate to be evaluated by another person for local group requirements, that is the group's decision. The qualified evaluator selected by the candidate is to work with the candidate until a recommendation for successful completion or unsuccessful completion is made.

Should a candidate become dissatisfied with the evaluator, the evaluated teaching may be concluded by the candidate requesting that the evaluator complete the evaluated teaching recommendation. The evaluator would then submit an incomplete evaluation. (See section on incomplete evaluated teaching recommendation.) The candidate would have to locate another evaluator and repeat each step in the evaluation process. ICEA stresses the need for both the candidate and the evaluator to clearly define and mutually agree on a working relationship before contracting with each other.

## EVALUATOR ATTENDANCE

The evaluator is required to observe and evaluate all the classes in a series. Direct, on-site evaluation is the preferred method for evaluation. If the evaluator cannot attend one or more session, the evaluator may opt to have the missed sessions recorded. Rarely, an evaluator may opt to see the missed class in a subsequent series. The evaluator and candidate must decide on the option that works the best for them.

If the class session is recorded and both the evaluator and candidate agree, an on-site local health professional, educator, or other person can be used to augment the information gathered. This person may observe such things as rapport, class behavior, nonverbal responses, and audiovisual aids as questioned on class assessment sheet (Form A).

## NO QUALIFIED EVALUATOR NEARBY

Evaluated teaching may be successfully completed even when the candidate and evaluator live at a distance. Both must feel comfortable with audio or video taping the classes of an evaluated series and with evaluating teaching ability through this method. Use of an on-site person to augment the tape recordings may be helpful.

Candidates have the responsibility to locate their own evaluator. If a candidate is unable to locate a qualified evaluator, that candidate can request a list of evaluators from the Certification Coordinator in the ICEA Central Office. The Certification Coordinator maintains lists of evaluators who are able to work in other languages and who are willing to evaluate by audio or video tape.

## CANDIDATE RESPONSIBILITIES PRIOR TO THE EVALUATED SERIES

Having contracted with an evaluator whose qualifications have been verified by the ICEA Central Office, the candidate needs to give the evaluator a teaching plan and all the necessary forms.

The teaching plan helps orient the evaluator to the series. It also provides information pertinent to completing the evaluated teaching recommendation regarding accuracy of content, sequence of teaching and progression of skills, learning objectives, and time allotment for discussion, practice, and review.

All the required forms for the evaluator are included with these study guides. The forms for the evaluator are printed on green paper. There is a checkoff sheet at the front of the section that indicates what is in the evaluator's section. There are sufficient copies of each form to complete one evaluated teaching series except for the parent evaluation (Form G). The candidate needs to make one copy for each client in the class series and give the completed forms to the evaluator after the last class of the series. The candidate is responsible for duplicating an adequate number of forms for any extra series that may be required.

All the supplied forms are to be used. However, the candidate may substitute a locally developed parent evaluation form if it assesses the candidate's communication skills, interpersonal skills, attitude, objectivity and ability to effectively deliver information.

## REQUIRED FORMS

All forms, except where indicated, are to be returned to the candidate upon reaching a recommendation for successful, unsuccessful or incomplete evaluation. The candidate keeps all the returned forms on file until the certification process has been completed or abandoned.

The class assessment sheet (Form A) is designed to provide evaluation feedback to the candidate for each class within the series. It is also for use when the candidate's evaluation is being augmented by an on-site person as agreed upon between candidate and evaluator when tape recording is necessary. The purpose of the form is to bring out and reinforce the candidate's positive qualities, and at the same time offer constructive criticism and suggestions for improvement. This form may be used to provide a written summary of verbal comments or suggestions made by the evaluator; it is most effective when supplied to the candidate immediately following the class evaluated.

The series evaluation summary (Form B) is to provide an overall assessment of the candidate's teaching ability, knowledge, group and interpersonal skills, advocacy and ability to prepare parents with labor coping skills, as demonstrated during the series evaluated. If more than one series is evaluated, this form is to be completed for each additional series. There is no set formula for determining whether the evaluation summary is favorable or unfavorable. Each evaluator must use her or his own judgment based on the certification requirements and guidelines. The evaluator submits one copy of this form to ICEA with the evaluated teaching recommendation (Form F). The other two copies are given to the candidate. The candidate submits one copy with the completed certification examination application and files the third copy.

The self-assessment sheet (Form C) is designed to provide the evaluator with valuable insight into the candidate's ability to self-evaluate areas of strength and weakness, goals for self-improvement, and personal philosophy. The candidate completes this form at the end of the evaluated series and submits it to the evaluator for use in making a final recommendation for successful or unsuccessful evaluated teaching.

The evaluator checklist (Form D) is an aid for the evaluator in quickly reviewing the content of both the candidate's teaching outline and the evaluated series. No one series or teaching outline will contain all areas. The checklist will help the evaluator determine which specific areas are not included in either the outline or in teaching. It also provides a basis for discussion with the candidate as to the appropriateness of including or excluding certain topics.

The candidate self-assessment checklist (Form E) offers the candidate a means to assess knowledge of the general areas. Areas that the candidate lists as limited or nonexistent are those in which the candidate should seek further study. It is not necessary to submit this form to the evaluator, but it may be useful to discuss one's plans for improvement as part of the growth of the candidate.

The evaluated teaching recommendation (Form F) is the official documentation and verification that evaluated teaching has been completed and that the candidate has met the criteria for successful or unsuccessful teaching. The form is also to be used when a recommendation for incomplete evaluation is made. One copy of this form is to be submitted to ICEA by the evaluator upon completion of the evaluated teaching series. The other two copies are given to the candidate. The candidate submits one copy with the completed certification examination application and files the third copy.

The sample parent evaluation (Form G) is divided into three parts which assess effective delivery of information, attitude and objectivity, communication and interpersonal skills, and adequacy of time and attention given to labor coping skills, as perceived by class participants. The questions are worded to supplement and complement the series evaluation summary (Form B) and the self-assessment sheet (Form C), and to elicit comments and suggestions from parents. Because the number of class participants can vary widely, and because the candidate may choose to use a locally-developed parent evaluation form, only one copy of Form G has been included. It is the candidate's responsibility to duplicate adequate copies. Parent evaluation forms of any kind are to be completed by the class participants, preferably at the final session, so that all forms may be collected and reviewed by the evaluator prior to making a final evaluated teaching recommendation. ICEA does not recommend that parents complete the form at home after the end of the evaluated series.

In summary, prior to completing the evaluated teaching recommendation (Form F), the evaluator should study the class assessment sheets (Form A) for each session, the series evaluation summary (Form B) for each series evaluated, the self-assessment sheet (Form C), the evaluator checklist (Form D) and all parent evaluation forms.

#### CRITERIA FOR SUCCESSFUL COMPLETION

The series that is evaluated must be a total of at least twelve hours. Series not meeting this minimum must have an exemption approved by the Certification Coordinator before the evaluated teaching begins.

The following qualities should be evident in the candidate:

- A. Sees self as a facilitator, not a manipulator within a group; authoritative but not authoritarian
- B. Views parents as peers who are capable of taking responsibility for their own health care and other vital matters
- C. Views childbirth as an opportunity for emotional growth of parents, enhancing communication between them
- D. Views childbirth as an essentially normal, constructive life experience
- E. Recognizes that parents' performance is not a "personal product" of the childbirth educator
- F. Has genuine concern for the welfare of parents and children
- G. Has the ability to permit dependence and independence in others. Can identify if and when guidance is needed and offer appropriate guidance or referral
- H. Accepts parents' point of view about what constitutes a "good" childbirth experience, i.e., does not set arbitrary standards or expectations

The candidate should be able to demonstrate teaching skills by:

- A. Presenting material in a clear, understandable, nonthreatening manner
- B. Showing enthusiasm, sensitivity, and respect for others
- C. Respecting parental right to accept or reject material or ideas
- D. Ability to self-evaluate
- E. Understanding and applying the principles of adult education
- F. Preparation and use of an extensive teaching plan
- G. Responding to and adapting childbirth method(s) used to the needs of individual parents

Parent evaluations received from the evaluated series, as well as the class assessment sheets (Form A) and the series evaluation summary (Form B) completed by the evaluator, must be consistently favorable.

#### SUCCESSFUL COMPLETION RECOMMENDATION

If the above criteria for successful completion are met with a minimum of one complete series, an evaluated teaching recommendation for successful completion is to be submitted to ICEA.

If the criteria for successful completion are not met within the minimum of one complete series, additional series are to be evaluated until such time as the evaluator can make a final recommendation. Following each evaluated series that does not result in a recommendation for successful completion, the evaluator is to provide the candidate with the criteria for successful evaluation that were met, the criteria for unsuccessful completion that were observed during the evaluation, and suggestions for additional work or study which might help the candidate receive a recommendation for successful completion.

#### INDICATORS FOR UNSUCCESSFUL COMPLETION

The following are indicators for unsuccessful completion of an evaluated teaching series:

- A. Inconsistent demonstration of advocacy of ICEA goals and philosophy
- B. Inadequate teaching ability
- C. Inability to project knowledge of the class material; continued inclusion of misinformation in teaching content
- D. Lack of organization and sense of priorities
- E. Continued evidence of:
  - 1. disrespect or insensitivity
  - 2. inability to view childbirth as an essentially normal, constructive life experience
  - 3. inability to identify and attempt to meet the needs of class members
  - 4. inability to work with a group
  - 5. unresolved conflict about personal childbirth experience
  - 6. inflexible attitude toward medical management of labor and birth
  - 7. evangelical manner, unscientific or fanatical enthusiasm
  - 8. apathy, inability to project enthusiasm
  - 9. overly directive, authoritarian, or rigid behavior
- F. Poor appearance
- G. Failure to improve
- H. Failure to meet ICEA minimum standards for a prenatal class series
- I. Consistently unfavorable evaluation of candidate by parents and evaluator

## UNSUCCESSFUL COMPLETION RECOMMENDATION

Because an evaluator may work with a candidate for more than one series in order to obtain a final recommendation for successful completion, one unsuccessful series need not result in a negative recommendation. However, when a candidate is unable or unwilling to make improvements suggested by the evaluator or to teach the concepts espoused by ICEA, a recommendation for unsuccessful completion is to be submitted. The candidate may appeal this recommendation. (See the appeal section.)

If a final recommendation for unsuccessful completion has been submitted by the evaluator, the candidate may not proceed any further toward ICEA certification.

## INCOMPLETE EVALUATED TEACHING RECOMMENDATION

An incomplete evaluated teaching recommendation is submitted when one or more of the following conditions exists: the evaluator or candidate decides the incompatibility of method or personality conflict is interfering with an objective evaluation; the candidate or evaluator is unable to complete the evaluated teaching series due to unavoidable circumstances; the evaluator is unable to evaluate the additional series needed to make a recommendation for successful completion. If the evaluator submits a recommendation for incomplete evaluation, the candidate must locate another evaluator and repeat each step of the evaluated teaching.

## APPEAL

If the candidate believes the recommendation for unsuccessful completion is unjustified, the candidate can appeal the decision to ICEA. A formal request for appeal and review must be made within six months of the unsuccessful recommendation. The appeal can be processed only if the complete series in question has been taped and the candidate submits the following: copies of all written evaluations collected from class participants, a copy of the series evaluation summary (Form B) completed for each series of evaluated teaching, the class assessment sheets (Form A) for each class session, the teaching plan for the series, the self-assessment sheet (Form C) completed at the end of the series, and other written evaluations, suggestions, or correspondence from the evaluator. ICEA will assign an appeal review board of two or more members who will receive copies of the written evaluations and teaching plan and compare them for consistency, favorability or unfavorability and objectivity. The decision of the appeal review board shall be final.