



RECERTIFICATION

ICEA Childbirth Educator Certification Program

ICEA certification is for four years and not for the teaching lifetime of the educator. The four-year period of certification begins on the date of the certification examination.

MEMBERSHIP REQUIREMENTS

It is required that ICCEs maintain a current individual or supporting membership. Renewals arriving after expiration date will automatically be backdated at the time of processing. No membership benefits are retroactive. If ICEA membership has lapsed, there is a fee for reinstatement. **A membership lapse for ANY REASON will result in disruption of the certification process.**

ICCEs who have been removed due to lapsed membership may be reactivated with a backdated membership, provided they pay back membership fees and a membership reactivation fee.

RECERTIFICATION REQUIREMENTS

During each four-year period of certification, the certified educator is expected to work towards completion of the recertification requirements. The requirements are summarized below.

1. Maintain continuous ICEA membership during the four-year period.
2. Obtain a minimum of 24 ICEA contact hours within the four-year period of certification or attend an entire ICEA Convention core or Professional Training Workshop.
3. Complete one of the following requirements within the four-year period of certification and submit verification of completion with recertification application.
 - * observe a minimum of three labors or births according to the ICEA guidelines
 - * have a class series observed by another educator
 - * observe another childbirth educator's class series
 - * earn additional contact hours by attending an entire ICEA Professional Training Workshop or ICEA convention core
4. Complete a self-evaluation of teaching.
5. Pay the recertification fee.

RECERTIFICATION PROCEDURE

ICEA will send the newly recertified educator a formal certificate indicating status as an ICEA Certified Childbirth Educator, an ICCE. Recertification forms are available on the ICEA web pages.

The application and fee must be submitted by the recertification expiration date. The application is processed on the fourth anniversary of the original certification and subsequent recertifications.

Upon completion of the recertification requirements and payment of the recertification fee, the educator will be considered ICEA certified for another four years.

ICCEs who encounter serious difficulties during their certification period and cannot complete the recertification requirements on time may apply for an extension of the application deadline or inactive status if they meet the requirements of that category.

EXTENSION OF THE RECERTIFICATION APPLICATION DEADLINE:

An ICCE may apply for a single ninety-day extension of the recertification application deadline in order to complete the requirements. The request for an extension must be received in the Central Office BEFORE the recertification application deadline but no more than three months before the recertification application deadline. The request must be in writing and state why the extension is needed. The ICEA Certification Coordinator will respond in writing that the extension has been granted. The extension is only for submitting the application. The next certification period is computed from the expiration date of the last certification.

INACTIVE STATUS

ICCEs who encounter a family emergency, including serious illness, illness or death of a close family member, divorce, major relocation, birth of a baby, or who have temporarily left the field may request to be put on "Inactive Status" for a maximum of two years. The request for inactive status must be received by the Central Office BEFORE the expiration of the current certification period but no more than three months before the recertification deadline. The request must be in writing and state why the inactive is needed. The ICEA Certification Coordinator will respond in writing that the inactive has been granted. Only one inactive status will be granted per certification period. A reactivation fee is paid instead of a recertification fee. ICCEs must maintain a current ICEA individual membership during the inactive period.

LAPSED CERTIFICATION

An ICCE with a lapsed certification may reinstate to full certified status at any time, providing continuous ICEA membership has been maintained. If continuous membership has not been maintained, back membership must be paid from the last membership expiration date. If a last membership expiration date cannot be provided, membership dues will be assessed back to the most recent recertification. If an educator wishes to have certification reinstated, s/he must contact ICEA for the current recertification materials. All recertification requirements must be completed and the reinstatement fee paid in order to reinstate. This fee is paid instead of a recertification fee. The new recertification period begins when the ICCE is reinstated.

ICEA reserves the right to change any part of the certification program or recertification process without notice. Notice of such changes will be printed in the *International Journal of Childbirth Education*.



CONTACT HOUR GUIDELINES

ICEA Childbirth Educator Certification Program

The contact hour requirement is designed to provide exposure to ICEA's goals and philosophy of "freedom of choice based on knowledge of alternatives" as presented at approved workshops, conferences and conventions. The contact hour requirement is a minimum exposure to this philosophy.

CONTACT HOUR DEFINITION

An "ICEA contact hour" is a specific amount of time spent participating in an educational program. Contact hours are computed as fifty minutes of education equals one contact hour. Similar to US nursing continuing education units (CEUs), ICEA contact hours are offered by workshops or programs that have been reviewed and approved by ICEA. ICEA contact hours are approved for traditional, face-to-face learning situations and are reviewed on the basis of program content and faculty qualifications. Participants must attend all sessions in order to receive the maximum number of contact hours offered. Contact hours will be given for whole hours only, not partial hours.

ALTERNATE CONTACT HOURS

Alternate contact hours may be approved for learning formats such as videotapes and audiotapes. Tapes must be specifically designed as an educational program and approved by ICEA as an alternate contact hour program. Alternate contact hours must be applied for by the program sponsor, and approval must be given prior to use by the candidate or ICCE.

HOW TO OBTAIN CONTACT HOURS

All ICEA conventions and other ICEA events will award contact hours. ICEA has established criteria for and will evaluate programs presented by groups or individuals who apply for ICEA contact hour approval.

An ICCE may request a calendar of events listing approved events and alternate contact hours from the ICEA Central Office. This calendar is updated as applications are approved for contact hours. The *International Journal of Childbirth Education* contains a list of programs approved prior to the publication deadline. However, it is never as current or complete as a calendar of events.

It is the responsibility of the ICCE to confirm with ICEA whether ICEA contact hours have been approved prior to attending a program or event.

RETROACTIVE CONTACT HOURS

Retroactive contact hours may be requested by the candidate or ICCE for face-to-face educational programs that did not apply for ICEA contact hours. The responsibility lies with the individual to provide ICEA with the information needed to review the program. The individual must also pay a processing fee. Application for retroactive contact hours must be received by ICEA within twelve months of the event date.

ICEA CONTACT HOUR REQUIREMENTS FOR RECERTIFICATION

ICCEs must acquire a minimum of twenty-four ICEA contact hours or attend a complete ICEA convention core or Professional Training Workshop for recertification. Of the twenty-four hours, one-half may be alternate hours. All required contact hours may be obtained through retroactive means.

VERIFICATION OF CONTACT HOURS

All ICEA events will provide a verification of attendance stating the number of ICEA contact hours. Other ICEA approved programs should provide a verification of attendance that includes the ICEA approval number as well as the number of contact hours. Verification forms must be submitted by the ICCE with the recertification application. Verification forms are not sent by event sponsor for each ICCE's file.

TIME LIMIT FOR CONTACT HOURS

Contact hours for recertification must be earned during the four year period of certification.

OTHER CEUS

Because the contact hour requirement is designed to provide exposure to ICEA's goals and philosophy, CEUs obtained from other organizations may not be used to fulfill the contact hour requirement. ICCEs who attend a program that did not apply for ICEA contact hours may apply for retroactive hours if they believe the program reflected "freedom of choice based on knowledge of alternatives."



LABOR OR BIRTH OBSERVATION GUIDELINES

ICEA Childbirth Educator Certification Program

The labor or birth observation requirement is designed to provide an opportunity for ICCEs, regardless of professional background, to increase their knowledge of the uniqueness and complex simplicity of birth and to assess and learn from the reactions of the laboring woman and her partner.

It is ICEA's belief that everyone can benefit from a fresh look at the human reaction to birth. It is up to the ICCE to identify those areas of least familiarity with birth and to learn and grow with each required observation. ICEA believes that practical experience in labor observation and support is an important requirement for certification.

LABOR OR BIRTH OBSERVATIONS FOR RECERTIFICATION

Observe a minimum of three labors or births according to ICEA guidelines within four years prior to the date stamped on the recertification application.

1. Observations must be done after becoming certified/recertified by ICEA.
2. ICCEs should have the observation verified on the official verification form at the time of the observation/support. ICEA will accept a verification written on a separate piece of paper if it is completed on the day of the observation and contains the date, signature and position/title of the person who is verifying the observation.
3. The ICCE's own birth experience(s) are not applicable to this requirement.
4. Observations cannot be done while providing medical or nursing care.
5. No more than two labors or births may be observed in a twenty-four hour period.
6. Observations become invalid if they were completed four or more years prior to the date stamped on the application form.

OBSERVATION EXPECTATIONS

ICEA encourages all ICCEs to observe more than the minimum number of labors and births and to observe the widest possible range of experiences. There is little benefit in labor observations that reinforce what the educator already knows, or exposes the educator to birth environments or care providers with whom the educator is already familiar. An ICCE who has primarily supported women in labor while being emotionally involved should include some labor observations where s/he sits and observes in a more clinically detached fashion. An ICCE who has primarily been in labor and birth situations in a clinically detached way should include some experiences where s/he acts as a support person and becomes more emotionally involved with the laboring woman. Because there is an intense personal involvement in one's own birth that can blind the laboring woman to an objective assessment of what is happening, ICCEs may not use their own birth experiences.

While observing a birth, the ICCE should note the effect the environment has on the laboring woman and her partner. Observe how the care providers influence and interact with the laboring woman and her partner, the birth process and the progress of birth. Observe the effect of the non-invasive and invasive procedures used during labor and birth. Finally, observe the physical, emotional, psychological, and/or spiritual interactions between the laboring woman and her partner. ICEA cannot accept written reports of labor or birth observations, but it encourages the ICCE to note what has been learned from each observation and share this information with other instructors.

PROVIDING SUPPORT WHILE OBSERVING

An ICCE may only observe or may be directly involved as a support person for the woman or for the couple. However, ICCEs may not provide medical or nursing care.

There is no restriction on whom the ICCE may observe or support. It may be easier in some situations to observe or support one's own class couples. The benefit is that the ICCE can see how well the laboring woman and her partner use what was taught. The ICCE would already be familiar with the woman and her partner and their interpersonal relationship. On the other hand, some women will react in a more stilted fashion if the instructor is present, desiring to please the instructor or being fearful of "making a mistake." The laboring couple may try to impress the instructor rather than "tuning in" to the laboring woman's needs. ICCEs need to be careful of "taking over" for the primary support person.

In some circumstances, an ICCE may find it easier to go to a facility and observe or support a laboring woman who gives her consent. The ICCE can benefit from observing the reactions of an unprepared woman. If, on the other hand, the laboring woman requests support, the ICCE can learn from supporting a woman who has had little or no preparation.



LABOR OR BIRTH OBSERVATION VERIFICATION FORM
ICEA Childbirth Educator Certification Program

Observations may not be completed while administering nursing or medical care.
No more than two observations may be done in a twenty-four hour period.

This verifies that _____ has observed or supported a laboring woman or observed
(ICCE's name)
a birth at _____ in partial fulfillment of the labor or birth observation requirement for
(birth facility)
recertification in the International Childbirth Education Association Childbirth Educator Certification Program.

Signature _____
Position/title _____
Date _____

* * * * *

This verifies that _____ has observed or supported a laboring woman or observed
(ICCE's name)
a birth at _____ in partial fulfillment of the labor or birth observation requirement for
(birth facility)
recertification in the International Childbirth Education Association Childbirth Educator Certification Program.

Signature _____
Position/title _____
Date _____

* * * * *

This verifies that _____ has observed or supported a laboring woman or observed
(ICCE's name)
a birth at _____ in partial fulfillment of the labor or birth observation requirement for
(birth facility)
recertification in the International Childbirth Education Association Childbirth Educator Certification Program.

Signature _____
Position/title _____
Date _____



**CLASS SERIES OBSERVATION FORM — to be used when
you observe another educator's class series
ICEA ICCE Recertification**

Instructor's Name _____	ICCE _____
Address _____	ID # _____
_____	Address _____
_____	_____
_____	_____

Use one form per class series.

PART I

Please check ALL that apply

- | | |
|---|---|
| <p>1. What was the atmosphere during the series?
Are the parents:</p> <ul style="list-style-type: none"><input type="checkbox"/> Excited, stimulated<input type="checkbox"/> Interested<input type="checkbox"/> Restless, bored<input type="checkbox"/> Confused<input type="checkbox"/> Hostile, anxious<input type="checkbox"/> Withdrawn <p>3. The tone of the class as a group was:</p> <ul style="list-style-type: none"><input type="checkbox"/> Attentive<input type="checkbox"/> Talkative<input type="checkbox"/> Shy<input type="checkbox"/> Noisy<input type="checkbox"/> Relaxed<input type="checkbox"/> Ill at ease <p>5. How well did the educator appear to be prepared?</p> <ul style="list-style-type: none"><input type="checkbox"/> Not at all<input type="checkbox"/> Insufficient<input type="checkbox"/> Adequate<input type="checkbox"/> Well-prepared<input type="checkbox"/> Outstanding | <p>2. The pace of the series was:</p> <ul style="list-style-type: none"><input type="checkbox"/> Slow and tedious<input type="checkbox"/> Adequate<input type="checkbox"/> Stimulating<input type="checkbox"/> Brisk, challenging<input type="checkbox"/> Frantic, frustrating<input type="checkbox"/> Repetitious <p>4. Teaching techniques used by the educator were:</p> <ul style="list-style-type: none"><input type="checkbox"/> Lecture<input type="checkbox"/> Lecture/discussion<input type="checkbox"/> Guided discussion<input type="checkbox"/> Buzz groups<input type="checkbox"/> Role play<input type="checkbox"/> Demonstration/return demonstration<input type="checkbox"/> Other: <p>6. How familiar did the educator seem with the material?</p> <ul style="list-style-type: none"><input type="checkbox"/> Familiar with notes<input type="checkbox"/> Dependent on notes<input type="checkbox"/> Does not use notes<input type="checkbox"/> Needs to refer to notes more often<input type="checkbox"/> Answers questions adequately |
|---|---|

PART II

- | | | |
|-----|----|--|
| Yes | No | 1. Was the educator neatly dressed? |
| Yes | No | 2. Was the educator well groomed? |
| Yes | No | 3. Did the educator sit/stand where everyone could hear? |
| Yes | No | 4. Did the educator sit/stand where everyone could see? |
| Yes | No | 5. Did the educator make an effort to physically draw the group together? (i.e., ask couples to move closer, rearrange chairs, sit on floor) |

PART III

List the audiovisual aids used in this class series:

1. Describe the appropriateness of the aids to the material being covered:
2. Could the parents see and/or hear the aids when used?
3. Did the aids enhance or detract from the material being presented?
4. Could the aids have been used more effectively? How?

PART IV

Describe any content areas that were unclear:

Describe any content areas that were especially clear:

Summarize the areas where improvement is needed:

Summarize the educator's areas of strength:

Describe the classroom environment (e.g., lighting, temperature, cleanliness, space)

Class Instructor's Signature _____ Date _____



**CLASS SERIES OBSERVATION FORM — to be used by
the educator who observes your class series
ICEA ICCE Recertification**

ICCE _____	Observer _____
ID # _____	Address _____
Address _____	_____
_____	_____
_____	_____

Use one form per class series.

PART I

Please check ALL that apply

- | | |
|---|---|
| <p>1. What was the atmosphere during the series?
Are the parents:</p> <ul style="list-style-type: none"><input type="checkbox"/> Excited, stimulated<input type="checkbox"/> Interested<input type="checkbox"/> Restless, bored<input type="checkbox"/> Confused<input type="checkbox"/> Hostile, anxious<input type="checkbox"/> Withdrawn <p>3. The tone of the class as a group was:</p> <ul style="list-style-type: none"><input type="checkbox"/> Attentive<input type="checkbox"/> Talkative<input type="checkbox"/> Shy<input type="checkbox"/> Noisy<input type="checkbox"/> Relaxed<input type="checkbox"/> Ill at ease <p>5. How well did the educator appear to be prepared?</p> <ul style="list-style-type: none"><input type="checkbox"/> Not at all<input type="checkbox"/> Insufficient<input type="checkbox"/> Adequate<input type="checkbox"/> Well-prepared<input type="checkbox"/> Outstanding | <p>2. The pace of the series was:</p> <ul style="list-style-type: none"><input type="checkbox"/> Slow and tedious<input type="checkbox"/> Adequate<input type="checkbox"/> Stimulating<input type="checkbox"/> Brisk, challenging<input type="checkbox"/> Frantic, frustrating<input type="checkbox"/> Repetitious <p>4. Teaching techniques used by the educator were:</p> <ul style="list-style-type: none"><input type="checkbox"/> Lecture<input type="checkbox"/> Lecture/discussion<input type="checkbox"/> Guided discussion<input type="checkbox"/> Buzz groups<input type="checkbox"/> Role play<input type="checkbox"/> Demonstration/return demonstration<input type="checkbox"/> Other: <p>6. How familiar did the educator seem with the material?</p> <ul style="list-style-type: none"><input type="checkbox"/> Familiar with notes<input type="checkbox"/> Dependent on notes<input type="checkbox"/> Does not use notes<input type="checkbox"/> Needs to refer to notes more often<input type="checkbox"/> Answers questions adequately |
|---|---|

PART II

- | | | |
|-----|----|--|
| Yes | No | 1. Was the educator neatly dressed? |
| Yes | No | 2. Was the educator well groomed? |
| Yes | No | 3. Did the educator sit/stand where everyone could hear? |
| Yes | No | 4. Did the educator sit/stand where everyone could see? |
| Yes | No | 5. Did the educator make an effort to physically draw the group together? (i.e., ask couples to move closer, rearrange chairs, sit on floor) |

PART III

List the audiovisual aids used in this class series:

1. Describe the appropriateness of the aids to the material being covered:
2. Could the parents see and/or hear the aids when used?
3. Did the aids enhance or detract from the material being presented?
4. Could the aids have been used more effectively? How?

PART IV

Describe any content areas that were unclear:

Describe any content areas that were especially clear:

Summarize the areas where improvement is needed:

Summarize the educator's areas of strength:

Describe the classroom environment (e.g., lighting, temperature, cleanliness, space)

Class Observer's Signature _____ Date _____



SELF-EVALUATION FOR ICCEs

Evaluation is a vital part of the educational process. Rather than require an extensive evaluated teaching series, ICEA asks that you conduct a self-evaluation, for your own use.

Before you send in your recertification application, please take some time to assess your teaching. Complete the following self-evaluation as it relates to your teaching in the past four years. You may choose to discuss these questions with colleagues in an informal way. File this with your other certification information (you do not need to submit this form to ICEA) and look at it from time to time, gaining insights each time you do so.

1. Have I prepared each couple with the knowledge of what to expect of the childbirth process (normal and variations) and am I satisfied each has explored and practiced several ways of coping that are workable for them?
2. Have I combined the latest research/information with traditional knowledge to present pros and cons of intervention/non-intervention in normal and complicated childbirth events? Do I have reliable tools to assess the couples' understanding of the information?
3. In the last four years, what new information or insights have I learned from reading or attending workshops? How have I incorporated this information into my teaching?
4. What are my strongest areas?
5. What are my weakest areas and how am I working to improve them?

Return this form to ICEA Central Office, 110 Horizon Drive, Ste. 210, Raleigh, NC 27615 USA

Name _____

Address _____

City _____ State/Province _____

Postal/Zip Code _____ Country _____

Telephone _____ / _____ ICEA Member # _____
area code

ID # _____

E-mail address _____

____ Yes, I am interested in offering my services as an evaluator for candidates in the ICEA Childbirth Educator Certification Program.

____ I will evaluate on-site classes \$ _____ approximate fee I will charge

____ I will evaluate audio tapes of classes \$ _____ approximate fee I will charge

____ I will evaluate video tapes of classes \$ _____ approximate fee I will charge

I can evaluate in the following languages:

____ English ____ Spanish ____ French ____ Sign
____ Other (list language): _____

____ Yes, I am willing to be contacted via e-mail by candidates or other certified educators. My e-mail address is:

____ Do not include my name and address on the lists of ICCEs distributed to those in need of prepared childbirth classes.

____ Do not include my name and address on the ICCE list published on the World-Wide-Web.

If you would like your picture included with your Internet listing, please include a picture. Pictures cannot be returned.

Signature _____ Date _____