



EVALUATED TEACHING GUIDELINES

INSTRUCTIONS AND FORMS FOR BOTH THE CANDIDATE AND EVALUATOR ICEA Professional Childbirth Educator Certification Program (PCBE)

The purpose of Evaluated Teaching is to assess a 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 to make decisions based on knowledge of alternatives." The following are guidelines for both the program candidate and the evaluator. Required and optional forms to be used by both the candidate and the evaluator follow at the end of this document.

TYPE OF CLASS TO BE EVALUATED

The primary objective for the series must be preparation for childbirth. The suggested series length is six to 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 length or format may petition ICEA Main Office Staff 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 defending how the series meets the needs of the expectant clients in that locale.

The evaluated class series is to have one or more pregnant participants and at least one or more partners at each class in the series. The candidate to be evaluated must be an ICEA member and a candidate in the PCBE program at the time of the class series.

THE COMPLETED SERIES RECOMMENDED GUIDELINES

I. Class content must include:

- A. Expected physiologic patterns of labor, birth, and postpartum
- B. Common unexpected variations of labor, birth, and postpartum
- C. A woman's physical and emotional changes experienced in pregnancy, birth, and postpartum
- D. A partner's emotional changes during the childbearing year and postpartum
- E. Maternal and infant nutrition
- F. 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 and available alternatives
- G. Skin to skin advantages
- H. Family-centered maternity care

II. Class content may (not required) include:

- A. The history, development, and philosophy of childbirth education
- B. Anatomy (male and female), physiology of reproduction, and sexuality during the childbearing year
- C. Fetal development and newborn characteristics
- D. Perinatal screening and diagnostic procedures
- E. 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 class content, personal needs, and goals.

V. Throughout the series, advocacy of the following concepts must be evident:

- A. Rights and responsibilities in making informed decisions based on knowledge of alternatives
- B. Legal rights and informed consent
- C. Breastfeeding as the preferred means of infant feeding
- D. Skin to skin care to promote optimal physiologic transition and maternal-infant bonding
- E. Avoidance of medical interventions in uncomplicated pregnancy, birth, and postpartum
- F. Family-centered maternity care
- G. Client participation, sharing, and individual satisfaction in vaginal and cesarean births
- H. 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 to make decisions 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 or via electronic transmission or a combination of both. The candidate may teach as many series as the evaluator deems 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 to make decisions based on knowledge of alternatives.

PRIOR TEACHING EXPERIENCE

The ICEA Professional Childbirth Educator (PCBE) 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 series because of lack of experience.

EVALUATOR QUALIFICATIONS

The evaluator must be an ICEA Certified Childbirth Educator (ICCE) with current ICEA membership. Certified childbirth educators with other certifying bodies will not be accepted as birth class evaluators. Contact the ICEA Main Office Staff if you have questions about your evaluator's qualifications. 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 ICEA membership qualifications of their evaluator with the ICEA Main Office



BEFORE beginning an evaluated teaching series. An [EVALUATOR MEMBERSHIP VERIFICATION FORM](#) is included below. 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 agreement on the electronic media used to record each class, the role of the evaluator in reviewing the candidate's class objectives and/or the teaching outline, and any other such matters that need to be agreed upon prior to the beginning of the evaluated 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 as it is a matter between the two individuals. In general, most ICEA evaluators 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 evaluated series is needed for a successful recommendation.

NUMBER OF EVALUATORS

There is to be one evaluator who is an ICEA Certified Childbirth Educator (ICCE) with a current ICEA membership. If a local group wishes the candidate to be evaluated by another person for local group requirements that is the group's decision. The ICEA 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 below.) The candidate would have to locate another ICEA 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 classes in a series. Direct, on-site evaluation is the preferred method. If the evaluator cannot attend one or more sessions, the evaluator may opt to have those sessions missed or all sessions recorded electronically. The evaluator and candidate must decide on the option that works best for them both.

OFF-SITE ELECTRONIC EVALUATION

Evaluated teaching may be successfully completed even when the candidate and evaluator live at a distance. Both must be comfortable with the format of electronic transmission of the classes in the evaluated series and with evaluating teaching ability using this method. Candidates have the responsibility to locate their own distance evaluator. If a candidate is unable to locate a qualified evaluator, that candidate can request a list of evaluators from the ICEA Main



Office Staff. ICEA maintains a list of evaluators who are able to work in other languages and who are willing to evaluate in various electronic formats.

CANDIDATE RESPONSIBILITIES PRIOR TO TEACHING THE EVALUATED SERIES

Having contracted with an evaluator whose qualifications have been verified by the ICEA Main Office, the candidate will provide the evaluator with the INSTRUCTIONS AND FORMS FOR BOTH CANDIDATES AND EVALUATORS document (this document).

FORMS REQUIRED TO BE SUBMITTED BY THE CANDIDATE:

The candidate will submit to the evaluator the following completed forms before a class series can be evaluated:

- A. Evaluated Series [SAMPLE LESSON PLAN](#) with learner objectives, activities, and time frames (suggested form below)
The lesson plan orients 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. It may be most helpful for a candidate to submit this teaching plan to the evaluator for review prior to teaching the class; however, prior review is not required by ICEA. Although a suggested lesson plan form is provided below, a local form may be used with similar properties.
- B. [CLASS PARTICIPANTS EVALUATIONS](#) (suggested form below)
This form or a locally developed form may be used. The SAMPLE PARENT EVALUATION form provided below 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 and the candidate's self-assessment form and to elicit comments and suggestions from clients. It is the candidate's responsibility to have one class evaluation for each participant, mothers and partners, per class series. It is recommended the class evaluations be collected at the final class session, so they can be reviewed by the candidate and submitted to 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.
- C. [CANDIDATE SELF-ASSESSMENT](#) (form below)
This form 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.

FORMS REQUIRED TO BE SUBMITTED BY THE EVALUATOR

- A. [CLASS ASSESSMENT FORM](#) (one for each class taught in the series, form below)
This form is designed to provide evaluation feedback to the candidate for each class within the series. 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. These forms are submitted to the candidate only and not submitted to ICEA.

B. **SERIES ASSESSMENT FORM** (one for each series taught, form below)

This form is to provide an overall assessment of the candidate's teaching ability, knowledge, group and interpersonal skills, advocacy and ability to prepare clients 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/his own judgment based on the certification requirements and guidelines. This form is submitted to the candidate only and not submitted to ICEA.

C. **EVALUATED TEACHING RECOMMENDATION** (form below)

This form 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. This form is to be submitted to both the candidate and the ICEA Main Office as proof of a completed class evaluation. The candidate should include a copy of this form in the completed PCBE program materials and with the PCBE certification exam application. The EVALUATED TEACHING RECOMMENDATION form is also used when a recommendation for incomplete evaluation is made.

ICEA Address: ICEA, 1500 Sunday Drive, Suite 102, Raleigh, NC 27607

OPTIONAL FORMS FOR USE BY THE EVALUATOR OR CANDIDATE

A. **EVALUATOR TOPICS CHECKLIST** (form below)

The Evaluator Checklist 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. It also provides a basis for discussion with the candidate as to the appropriateness of including or excluding certain topics.

B. **CANDIDATE TOPICS CHECKLIST** (form below)

This form is an aid for the candidate in quickly reviewing the content of the teaching outline as presented in the lesson plan and the class series.

CANDIDATE RESPONSIBILITIES IN MAINTAINING FORMS

The candidate is responsible for keeping all forms on file until the certification process has been completed or abandoned.

CRITERIA FOR SUCCESSFUL COMPLETION

The series that is evaluated must be a total of at least six to twelve hours by a single candidate. A series not meeting this minimum must have an exemption approved by the ICEA Main Office Staff 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 clients 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 and enhanced communication between the mother and her partner or care team
- D. Views childbirth as an essentially normal, constructive life experience
- E. Recognizes that client performance is not a “personal product” of the childbirth educator
- F. Has genuine concern for the welfare of clients and their families
- 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 clients’ 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 and the series evaluation summary 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 form is to be submitted to ICEA and the successful candidate. 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 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
10. poor appearance
11. failure to improve
12. failure to meet ICEA minimum standards for a prenatal class series
13. 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 [APPEAL PROCESS](#) below.) 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 (use the [EVALUATED TEACHING RECOMMENDATION FORM](#)) 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 PROCESS

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 electronically recorded and the candidate submits that recording and the following: copies of all written evaluations collected from class participants, a copy of the series evaluation summary completed for each series of evaluated teaching, the class assessment forms for each class series, the teaching plan for the series, the self-assessment form 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 and objectivity. The decision of the appeal review board shall be final.



EVALUATED TEACHING SERIES FORMS

The following forms are attached, in this order, to be printed as needed:

CANDIDATE REQUIRED FORMS

[EVALUATOR MEMBERSHIP VERIFICATION FORM](#) (sent to ICEA Main Office Staff)

[SAMPLE LESSON PLAN](#) (shared with evaluator only)

[SAMPLE CLASS PARTICIPANT EVALUATION](#) (shared with evaluator only)

[CANDIDATE'S SELF-ASSESSMENT](#) (shared with evaluator only)

EVALUATOR REQUIRED FORMS

[CLASS ASSESSMENT FORM](#) (one per class in the series: to be shared with candidate only)

[SERIES ASSESSMENT FORM](#) (one per series: to be shared with candidate only)

[EVALUATED TEACHING RECOMMENDATION](#) (sent to ICEA and candidate)

OPTIONAL FORMS

[CANDIDATE'S TOPIC CHECKLIST](#) (used by evaluator)

[EVALUATOR'S TOPIC CHECKLIST](#) (used by candidate)



EVALUATOR MEMBERSHIP VERIFICATION FORM
ICEA Professional Childbirth Educator (PCBE) Certification Program

Please send this form to ICEA to verify the membership qualifications of your class series evaluator BEFORE you start your evaluated teaching series. Your evaluator must meet the membership requirement of an ICEA Certified Childbirth Educator (ICCE) with current ICEA membership. If your series is evaluated by someone who does not meet these membership qualifications your evaluated teaching series will not be accepted and you will have to repeat your evaluated teaching series with a qualified evaluator.

The ICEA MAIN office staff will return this form after verifying your evaluator's status. Please complete the following information about yourself:

Name _____

Street, City, State, Zip _____

Email Contact _____

Telephone number _____ ICEA Membership # _____

Evaluated Teaching Series Dates _____

Please complete the following about your potential ICEA evaluator:

Name _____

Street, City, State, Zip _____

Email Contact _____

Telephone number _____ ICEA membership # _____

If you have another possible evaluator, please submit another form.

Evaluator membership current through _____
Evaluator not qualified because _____
Verified by _____ Date _____

Please submit this form to
ICEA, 1500 Sunday Drive, Suite 102 Raleigh, N.C. 27607



SAMPLE LESSON PLAN



Professional Childbirth Educator Workshop Curriculum			
Time allotted	Outline of Content	Learner Objective	Teaching Strategy

Copyright 2015 International Childbirth Education Association



SAMPLE CLASS PARTICIPANT EVALUATION
ICEA Professional Childbirth Educator (PCBE) Certification Program

Educator: _____ Answered by: _____ Mother _____ Partner _____

Please circle each class you attended in the series: 1 2 3 4 5 6 7 8 9 10

Your evaluation of this childbirth class series is needed by your educator for completion of the International Childbirth Education Association Professional Childbirth Educator Certification Program. Your evaluation also serves as an important learning aid to your educator. Constructive criticism can bring improvement, with resulting benefit to the educator as well as to the expectant parent.

PART I

Using a scale of circle: 1 = Not at all 2 = Somewhat 3 = Mostly 4 = Very well

How well did the classes satisfy your questions on the following?

- 1 2 3 4 The labor and birth process
- 1 2 3 4 Emotional aspects of labor and birth for the mother
- 1 2 3 4 Emotional aspects of labor and birth for the partner
- 1 2 3 4 Opportunities for sharing, participation, and satisfaction in birth
- 1 2 3 4 Physical and emotional changes of pregnancy
- 1 2 3 4 Common abnormal or unexpected variations of pregnancy
- 1 2 3 4 Nutrition during pregnancy
- 1 2 3 4 What to expect in your care provider's setting
- 1 2 3 4 Medical procedures and terminology used for labor and birth
- 1 2 3 4 Medications, analgesia, and anesthesia used for labor and birth
- 1 2 3 4 Choices and alternatives available in labor, birth and postpartum
- 1 2 3 4 Possible complications in labor and birth
- 1 2 3 4 Indications for cesarean birth, procedures and recovery
- 1 2 3 4 Possible ways to avoid medical intervention in uncomplicated labors and births
- 1 2 3 4 Family-centered maternity and infant care
- 1 2 3 4 What to expect of a newborn infant
- 1 2 3 4 Skin to skin care and newborn bonding
- 1 2 3 4 Breastfeeding in the first hour

PART II

Using a scale of circle: 1 = Never 2 = Sometimes 3 = Usually 4 = Always

How would you respond to the following statements:

- 1 2 3 4 The material was presented in a clear, understandable manner
- 1 2 3 4 The educator seemed enthusiastic, interested, and concerned
- 1 2 3 4 The educator's voice was audible and pleasant
- 1 2 3 4 Teaching aids were easy to view and increased my understanding

- 1 2 3 4 The educator encouraged class discussion and questions
- 1 2 3 4 I felt free to express contradictory ideas or thoughts
- 1 2 3 4 The educator was supportive of my goals for the birth experience
- 1 2 3 4 The educator helped me explore means of obtaining my goals

The following were fully explained and demonstrated:

- 1 2 3 4 Conditioning exercises
- 1 2 3 4 Relaxation
- 1 2 3 4 Breathing exercises
- 1 2 3 4 Comfort and labor coping techniques

- 1 2 3 4 Time was allowed for practice during exercise/relaxation sessions
- 1 2 3 4 I received the personal attention needed to develop skills
- 1 2 3 4 The educator was willing to adapt techniques as needed for me
- 1 2 3 4 The educator noticed when I was having difficulty and offered constructive suggestions



PART III

What did you like best about the educator?

What did you like best about the classes?

What suggestions do you have for improving the classes?

Was there anything about the classes that you found distracting?

Additional comments:

Thank you for participating in the evaluation process. By doing so you have made an important contribution to your teacher's continued growth. Please return this form to your educator.

Date _____ Your name (optional) _____



CANDIDATE SELF-ASSESSMENT

ICEA Professional Childbirth Educator (PCBE) Certification Program

Candidate _____

Address _____

Email Contact _____

PART I Circle the number that most closely fits your assessment of your ability in these areas. Use the following scale:

1 = seldom 2 = occasionally 3 = often 4 = consistently

- 1 2 3 4 I recognize specific expectations and goals of couples.
- 1 2 3 4 I understand the function of a group facilitator and assume it comfortably.
- 1 2 3 4 I permit flexibility in the time allotted each subject, according to class needs.
- 1 2 3 4 I recognize the effect of personal experience and opinion and use it appropriately.

- 1 2 3 4 I encourage individual class members to ask questions and participate in discussion.
- 1 2 3 4 I maintain respect for the individual feelings and opinions of class members.
- 1 2 3 4 I make certain each individual has a place in the group and receives attention.
- 1 2 3 4 I create a class atmosphere that is relaxed and friendly.

- 1 2 3 4 I teach that birth is a natural and normal process of a healthy woman.
- 1 2 3 4 I explain the pros and cons of the various maternal positions assumed in labor.
- 1 2 3 4 I teach parents to recognize the variety of signs of the stages/phases of labor.
- 1 2 3 4 I help parents achieve confidence in a variety of labor coping techniques.

- 1 2 3 4 I give parents a clear understanding of their right to give informed consent.
- 1 2 3 4 I assist parents in making informed choices by giving knowledge of alternatives.
- 1 2 3 4 I give parents insight on why routine medical intervention may not be desirable.
- 1 2 3 4 I promote consumer participation in local health care planning.

- 1 2 3 4 I recognize my limitations in knowledge.
- 1 2 3 4 I have ability to incorporate ideas and knowledge from outside sources.

- 1 2 3 4 I show evidence of current reading and awareness of new findings.
- 1 2 3 4 I seek out the necessary information to answer specific questions.

- 1 2 3 4 I avoid embarrassing or making an unfavorable example of a couple or mother.
- 1 2 3 4 I have the ability to be supportive when exploring different options.
- 1 2 3 4 I treat couples as intelligent and self-directing adults.
- 1 2 3 4 I encourage the expression and exploration of unspoken concerns or needs.

- 1 2 3 4 I give clear, accurate and logical directions for exercises.
- 1 2 3 4 I allow sufficient time for practice during class.
- 1 2 3 4 I am comfortable with correct terminology for male and female body parts.
- 1 2 3 4 I adapt the childbirth method to the individual needs of the client

- 1 2 3 4 I provide information about policies and routines of area care facilities.
- 1 2 3 4 I inform clients of available choices in maternity care.
- 1 2 3 4 I teach freedom in decision-making based on knowledge of alternatives.
- 1 2 3 4 I educate clients on their legal rights and responsibilities in making informed decisions.

- 1 2 3 4 I advocate breastfeeding as the preferred means of promoting nutrition and maternal-infant bonding.
- 1 2 3 4 I advocate avoidance of medical intervention in uncomplicated pregnancy, labor, birth, postpartum.
- 1 2 3 4 I respect the clients' right to accept or reject material and ideas.
- 1 2 3 4 I strive to develop mother-partner skills in communication and working together.



PART II

For each of the previous statements in Part I that has a 1 or 2 circled, give a brief description of the steps you have taken and the steps you have planned to achieve improvement. Use a separate sheet of paper if necessary. Discuss these areas with your evaluator.

PART III

How would you summarize your philosophy concerning:

1. Rights and responsibilities in making informed decision-making based on knowledge of alternatives.
2. Medical intervention in uncomplicated pregnancy, labor, birth, and postpartum.
3. Family-centered maternity care.
4. Parental participation, sharing, and individual satisfaction in vaginal and cesarean birth.
5. Breastfeeding as a preferred means of promoting infant nutrition and maternal-infant bonding.

PART IV

Give one example of a situation or a question you encountered before entering the ICEA Childbirth Educator Certification Program that you would have handled differently given the knowledge acquired in the program:

1. State the situation or question you've chosen as the example.
2. State your actions or responses at the time.
3. State how you would react or respond if the situation took place today.

Submit this form and any additional papers to your evaluator.

Discuss PARTS II, III, and IV with your evaluator



CLASS ASSESSMENT FORM (for Evaluator)

ICEA #	Candidate	ICEA #	Evaluator
Address		Address	

Use one form per class session. Circle which class of the series is being assessed:

1 2 3 4 5 6 7 8 9 10

PART I

Please check ALL that apply

1. What was the atmosphere during class?

Are the parents:

- _____ Excited, stimulated
- _____ Interested
- _____ Restless, bored
- _____ Confused
- _____ Hostile, anxious
- _____ Withdrawn

2. The pace of the class was:

- _____ Slow and tedious
- _____ Adequate
- _____ Stimulating
- _____ Brisk, challenging
- _____ Frantic, frustrating
- _____ Repetitious

3. The tone of the class as a group was:

- _____ Attentive
- _____ Talkative
- _____ Shy
- _____ Noisy
- _____ Relaxed
- _____ Ill at ease

4. Teaching techniques used by the educator today were:

- _____ Lecture
- _____ Lecture/discussion
- _____ Guided discussion
- _____ Buzz groups
- _____ Role play
- _____ Demonstration/return demonstration
- _____ Other:

5. How well did the educator appear to be prepared?

- _____ Not at all
- _____ Insufficient
- _____ Adequate
- _____ Well-prepared
- _____ Outstanding

6. How familiar did the educator seem with the material?

- _____ Familiar with notes
- _____ Dependent on notes
- _____ Does not use notes
- _____ Needs to refer to notes more often
- _____ 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 session:

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)

Signature _____

Date _____



SERIES ASSESSMENT FORM (for Evaluator)
ICEA Professional Childbirth Educator Certification Program

Candidate _____
Membership # _____
Address _____
Number of classes in series _____

Evaluator _____
ICEA # _____
Address _____

Listed below are positive, expected qualities. All qualities may not be evident in a single class, but through the entire series they should all be measurable.

Rating Scale: 1 = seldom 2 = occasionally 3 = often 4 = consistently

PART I Teaching Skills

Circle

- 1 2 3 4 Recognizes limitations in knowledge
- 1 2 3 4 Has ability to incorporate ideas and knowledge from outside sources
- 1 2 3 4 Shows evidence of current reading, awareness of new findings
- 1 2 3 4 Seeks out the necessary information to answer specific questions

- 1 2 3 4 Presents material in a clear, understandable, non-threatening way
- 1 2 3 4 Makes effective use of audiovisual aids
- 1 2 3 4 Shows sensitivity to attention span and physical comfort of class
- 1 2 3 4 Keeps teaching sequential, uses logical order of progression

- 1 2 3 4 Shows enthusiasm, interest, and concern for the subject
- 1 2 3 4 Functions as group facilitator
- 1 2 3 4 Permits flexibility in time allotted to each subject
- 1 2 3 4 Varies techniques of presentation—lecture, discussion, participation

- 1 2 3 4 Assesses and responds to specific expectations and needs of couples
- 1 2 3 4 Encourages expression and exploration of unspoken concerns or needs
- 1 2 3 4 Demonstrates ability to share personal experiences appropriately
- 1 2 3 4 Uses open-ended or situational questions to stimulate discussion

- 1 2 3 4 Avoids embarrassing or making unfavorable example of a couple
- 1 2 3 4 Creates an atmosphere where couples feel free to ask questions
- 1 2 3 4 Has the ability to be supportive when exploring differing opinions
- 1 2 3 4 Treats couples as intelligent and self-directing adults

PART II Childbirth Preparation

- 1 2 3 4 Educates class members on the psycho-social aspects of childbearing
- 1 2 3 4 Promotes understanding of labor and birth as a natural process
- 1 2 3 4 Effectively explains and describes the fear-tension-pain cycle
- 1 2 3 4 Educates class members to recognize/interpret signs of labor

- 1 2 3 4 Gives clear, accurate and logical directions for exercises
- 1 2 3 4 Demonstrates correct techniques for relaxation and breathing
- 1 2 3 4 Allows sufficient time for practice during class
- 1 2 3 4 Assists couples to recognize difficulties, offers constructive help



Rating Scale: 1 = seldom 2 = occasionally 3 = often 4 = consistently

- 1 2 3 4 Adapts the childbirth method to the individual needs of parents
- 1 2 3 4 Places appropriate emphasis on return demonstration and review
- 1 2 3 4 Places appropriate emphasis on practice at home
- 1 2 3 4 Strives to develop mother-partner skills in working together

PART III Family-Centered Maternity Care Concepts

- 1 2 3 4 Provides information about policies and routines of area hospitals
- 1 2 3 4 Advocates the concept of family-centered maternity care
- 1 2 3 4 Informs parents of available choices in health care planning
- 1 2 3 4 Stresses the importance of parental participation, sharing, and individual satisfaction in childbirth

- 1 2 3 4 Educates parents on their rights and responsibilities in making informed choices
- 1 2 3 4 Educates parents on their legal rights and informed consent
- 1 2 3 4 Advocates avoidance of medical intervention in uncomplicated labor, birth, and postpartum
- 1 2 3 4 Advocates breastfeeding as the preferred means of promoting infant nutrition, and maternal-infant bonding

PART IV Interpersonal Skills

- 1 2 3 4 Self-evaluates realistically
- 1 2 3 4 Shows enthusiasm, sensitivity and respect for others
- 1 2 3 4 Presents material in a clear, understandable, non-threatening manner
- 1 2 3 4 Teaches freedom of choice based on knowledge of alternatives

- 1 2 3 4 Respects parental right to accept or reject material and ideas
- 1 2 3 4 Views parents as peers capable of taking responsibility for their own health care
- 1 2 3 4 Accepts parents' view of what is a "good" childbirth for themselves
- 1 2 3 4 Recognizes that parents' performance is not "personal product" of the instructor

Additional comments:

Signature _____ Date _____

Evaluator - please submit to candidate along with Form F.

Candidate will turn in all documents to ICEA main office.



CANDIDATE’S TOPICS CHECKLIST (OPTIONAL)
ICEA Professional Childbirth Educator Certification Program

Candidate’s name _____ Date _____

In the space provided, rate your knowledge of each area, using the following scale:

0 = no knowledge 1 = limited or poor 2 = average 3 = good 4 = superior

Discuss with the evaluator those areas which you have rated 0 or 1 and your plans for improvement.

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.

Signature _____

Date



EVALUATOR’S TOPICS CHECKLIST (OPTIONAL)
ICEA Professional Childbirth Educator Certification Program

Candidate’s name _____ Date _____

In the space provided, mark whether the material was included in the candidate’s teaching plan (“P”) and whether the material was included in the evaluated teaching series (“S”). Not all areas will necessarily be covered in either the teaching plan or in the class series. Use the checklist to discuss the appropriateness of areas either included or excluded from the teaching plan or class series.

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;
Partner’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. Family-centered maternity care

II. Class content may also include:

- _____ A. Anatomy (male and female), physiology of reproduction, and sexuality
- _____ 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, and maternal-infant bonding
- _____ D. Avoidance of medical intervention in uncomplicated pregnancy, birth and postpartum
- _____ E. Family-centered maternity care
- _____ F. Client 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.

Signature _____ Date _____



EVALUATED TEACHING RECOMMENDATION
ICEA Professional Childbirth Educator

I. Candidate's name _____
last first initial ICEA membership #
Email _____

II. Evaluator's name _____
last first initial ICEA membership #
Address _____ () _____
PO box or number street apt. #

City state/province postal code country
Email _____

Evaluator's history:

Years experience in childbirth education _____

Area of experience (check all that apply)

- _____ Teacher of childbirth education
- _____ Teacher training
- _____ Instructor evaluation
- _____ Local group administration
- _____ Class assisting

III. Statistics

_____ Date evaluated teaching series began	_____ On-site
_____ Date evaluated teaching series was completed	_____ Via tapes
_____ Number of classes in series	_____ Combination
_____ Number of hours per class	_____ Other: (specify)
_____ Number of series evaluated	

IV. Recommendation

Having thoroughly read and understood the ICEA certification philosophy, certification requirements, statement of procedure, evaluated teaching guidelines, and evaluated teaching information sheet, and in consideration of the opinions formed during my evaluation of the candidate, I make the following recommendation:

Successful completion

It is my belief that the minimum standards for a prenatal class series, evaluation standards, and criteria for successful completion were fulfilled as required by ICEA.

Signature _____ Date _____

Unsuccessful completion

Due to the reasons checked below, I cannot recommend that evaluated teaching was successfully completed:

- Inconsistent demonstration of advocacy of ICEA's goals and philosophy
- Inability to project knowledge of the material; continued inclusion of misinformation in content
- Lack of organization and sense of priorities

Continued evidence of:

- Disrespect or insensitivity
- Inability to view childbirth as a normal, constructive life experience
- Inability to work with a group
- Unresolved conflict about personal childbirth experience
- Inflexible attitude toward medical management of labor and birth
- Apathy, inability to project enthusiasm
- Poor appearance
- Failure to improve
- Consistently unfavorable evaluation by parents and evaluator

Signature _____ Date _____



Incomplete

I must recommend that my evaluation of the applicant cannot be completed due to the following condition(s):

Signature _____ Date _____

Evaluator - please submit to candidate and ICEA Main Office

Candidate to turn all documents in to ICEA Main Office

07/2015

