



CHILDBIRTH EDUCATOR

TRADITIONAL PATHWAY CERTIFICATION PACKET 2023

Table of Contents

WELCOME	4
CERTIFICATION OVERVIEW & CURRICULUM	5
Traditional Pathway Steps to Certification	5
Candidate Qualifications	5
INSTRUCTIONS AND FORMS FOR BOTH THE CANDIDATE AND EVALUATOR	6
Evaluator Qualifications.....	6
Payment to the Evaluator.....	6
Number of Evaluations	7
Evaluator Attendance	7
Off-Site Electronic Evaluation.....	7
Candidate Responsibilities Prior to Teaching the Evaluated Series	7
EVALUATED TEACHING GUIDELINES	8
Type of Class to Be Evaluated	8
The Completed Series Guidelines.....	8
Childbirth Method to be Taught.....	9
Number of Series to Be Evaluated.....	9
Prior Teaching Experience	9
Forms for Use by the Candidate	9
Forms for Use by the Evaluator	10
Other Optional Forms for Use by the Evaluator and Candidate	11
Successful Completion Recommendation	12
Indicators for Unsuccessful Completion.....	12
Unsuccessful Completion Recommendation	12
Incomplete Evaluated Teaching Recommendation.....	12
Appeal Process.....	13
Evaluated Teaching Series Forms	13
THE EXAMINATION	14
Applying to Take the Examination.....	14
Scheduling Your Examination	14
Grading of the Examination.....	14
Certification Designation	15
Recertification	15



Extension of the Recertification Application Deadline..... 15

Inactive Status 15

Lapsed Certification 15

EVALUATOR MEMBERSHIP VERIFICATION FORM 17

SAMPLE LESSON PLAN 18

SAMPLE CLASS PARTICIPANT EVALUATION 19

CANDIDATE SELF-ASSESSMENT..... 21

Completed by Evaluator 23

SERIES ASSESSMENT FORM..... 26

Completed by Evaluator 26

CANDIDATE’S TOPICS CHECKLIST 28

OPTIONAL 28

EVALUATOR’S TOPICS CHECKLIST 30

OPTIONAL 30

EVALUATED TEACHING RECOMMENDATION 32

LABOR OR BIRTH OBSERVATION GUIDELINES 34

 Labor or Birth Observations as a Certification Prerequisite..... 34

 Observation Expectations..... 34

 Providing Support While Observing 35

 Getting Permission to Observe and/or Support..... 35

 When Permission is Denied to Observe 35

SAMPLE LETTER REQUESTING PERMISSION TO OBSERVE 37

LABOR OR BIRTH OBSERVATION QUESTIONS 38

LABOR OR BIRTH OBSERVATION VERIFICATION FORM 39

CHECKLIST TO BE COMPLETED BEFORE APPLYING FOR THE EXAM 40

EXAM APPLICATION 40



WELCOME

Welcome to the ICEA Childbirth Educator Certification Program. We are honored that you have chosen ICEA as your certification body, and are excited to assist you on your journey to becoming a certified childbirth educator. This program is designed to expand your current level of knowledge and skills to make you the best childbirth educator you can be.

Since its inception, ICEA has always supported educators and health care professionals who believe in freedom to make decisions based on knowledge of alternatives in family-centered maternity and newborn care. We pride ourselves on the ability to offer the program that is most widely and easily available to educators around the world. We believe success may be found in following our core values:

COMPASSION: We believe approaching maternity care with compassion and a nurturing spirit improves birth outcomes for all families

COLLABORATION: We practice a culture of collaboration based on the knowledge that mindful engagement with diverse groups advances positive family-centered maternity care.

CHOICE: We support freedom of choice by training professionals committed to empowering expectant families through informed decision making.

ICEA is here to support you throughout this process. Our staff, board, mentors, and other volunteers are available to answer any questions or assist you with any needs during this time. We encourage you to follow ICEA on social media. To interact with other certified and certifying professionals, please join ICEA Certified Professionals Support (<https://www.facebook.com/groups/iceacertifiedprofessionals/>) on Facebook. If you should require anything, please, contact the office at info@icea.org or call 919.674.4183.

An ICEA Certified Childbirth Educator (ICCE) is internationally recognized as a professional educator in the fullest sense of the word, and you can proudly take your ICCE anywhere you go. Best wishes as you begin your journey toward ICEA certification.

Sincerely,



Elizabeth Kirts, MPH, ICCE, IBCLC, RLC
ICEA President, 2021-2022

All study guides may be found [on our website](#). We recommend that you bookmark this link so that you can easily access it in the future. The password required to access the materials is **ICEAPCBE. Please do not share this link or password with anyone else. Once in the site, ICEA gives you permission to print materials contained on the study guides website for personal use only.**



CERTIFICATION OVERVIEW & CURRICULUM

The ICEA Childbirth Educator Certification Program verifies that childbirth educators have the necessary education and skills to enable them to facilitate expectant parents' physical and mental preparation for pregnancy, labor, birth, and parenthood. The program promotes the concept of the childbirth educator as an advocate of the natural process of childbirth and the right of the expectant parent to make informed decisions based on knowledge of alternatives. Following is the program curriculum:

- Part 1 – Introduction to ICEA
- Part 2 – Reproduction and Healthy Lifestyles
- Part 3 – Labor and Birth
- Part 4 – Comfort Measures
- Part 5 – Postpartum and Newborn Care
- Part 6 – Teaching Skills
- Part 7 – Business for the Birth Professional

The ICEA Certified Childbirth Educator is expected to promote a wider understanding of ICEA's mission and philosophy among health professionals and the public.

Traditional Pathway Steps to Certification

The following steps must be completed within two years of enrolling in the program. Candidates must FIRST enroll in the certification program and attend a workshop before completing the other steps. Details for these steps can be found elsewhere in this packet.

1. Enroll in the certification program.
2. Attend an ICEA Certified Childbirth Educator Workshop or enroll in the online version of the certification program, which includes an online workshop (additional fees required).
3. Review the certification study guide and referenced readings.
4. Complete a teaching series of at least six hours that is evaluated by an ICEA certified educator.
5. Observe a minimum of three labors and/or births and One Childbirth Education Class
6. Pass the proctored certification examination.

Candidate Qualifications

This certification program is available to any adult (minimum 18 years of age) who upholds and practices ICEA's philosophy of family-centered maternity care and freedom to make decisions based on knowledge of alternatives in childbirth. The program sets a common standard which improves the quality of teaching by individual childbirth educators, protects the consumer by ensuring minimum qualifications, and provides the basis for establishing childbirth education as a recognized profession. This program does not exclude an otherwise qualified person for reason of teaching method or educational or professional background.



INSTRUCTIONS AND FORMS FOR BOTH THE CANDIDATE AND EVALUATOR

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 and forms for both the program Candidate and the Evaluator. A list of all forms can be found on page 13. All Forms follow at the end of this document.

Evaluator Qualifications

The Evaluator should be an ICEA Certified Childbirth Educator (ICCE) with a current ICEA membership. In the event that a Candidate has legitimate barriers to securing an ICEA Certified Evaluator, the Candidate should contact the ICEA Certification Coordinator. If an alternate evaluator is requested, that person must be approved by the Education Committee.

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 Evaluations

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. The candidate is responsible for ensuring that class attendees have given their permission to be filmed and/or photographed. Please use the ICEA Photo Release Form for written permission.

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).



EVALUATED TEACHING GUIDELINES

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 one or more partners at each class in the series. An exemption may be requested for a class specifically designed for the single birth mother. The Candidate to be evaluated must be a candidate in the ICCE program at the time of the class series.

The Completed Series Guidelines

1. 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 (exempted for class designed for mothers without support)
 - e. Maternal and infant nutrition
 - f. Common medical interventions and procedures during the birth process as well as analgesia and anesthesia, cesarean birth, indications and contraindications for the above and available alternatives
 - g. The advantages of skin-to-skin contact for mother and baby
 - h. Family-centered maternity care

2. Additional class content may include this optional content:
 - 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
 - f. Demonstration, return demonstration, practice and review of exercises and labor coping skills including:
 - i. Relaxation
 - ii. One or more breathing patterns
 - iii. Comfort measures
 - iv. Body conditioning exercises for pregnancy, birth, and postpartum.

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



4. 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. Breastfeeding as the preferred means of infant feeding
 - c. Skin-to-skin care to promote optimal physiologic transition and maternal-infant bonding
 - d. Avoidance of medical interventions 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 to make decisions based on knowledge of alternatives. The Candidate is required to advocate ICEA's goals and philosophy regardless of the context in which they teach.

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 Certified Childbirth Educator (ICCE) 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.

Forms for Use by the Candidate

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

1. Evaluated Series [SAMPLE LESSON PLAN](#) with learner objectives, activities, and time frames. 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.



2. **CLASS PARTICIPANTS EVALUATIONS** (suggested form below)

This form or a locally developed client evaluation form may be used. The **SAMPLE CLASS PARTICIPANT 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 recommends that clients complete this form immediately following the class. It is shared between the Candidate and Evaluator only.

3. **CANDIDATE SELF-ASSESSMENT** (form below)

This is designed to provide 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 only.

Forms for Use by the Evaluator

1. **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. This form is shared by the Candidate and Evaluator only.

2. **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 shared by the Candidate and Evaluator only and is not submitted to ICEA.

3. **EVALUATED TEACHING RECOMMENDATION** (form below) **REQUIRED**

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 ICCE program materials and with the ICCE certification exam application. The **EVALUATED TEACHING RECOMMENDATION** is also used when a recommendation for an incomplete evaluation is made.



Other Optional Forms for Use by the Evaluator and Candidate

1. [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.
2. [CANDIDATE TOPICS CHECKLIST](#) (form below)
This 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.
3. CANDIDATE RESPONSIBILITIES IN MAINTAINING FORMS
The Candidate is responsible for keeping all forms on file until the certification process has been completed or abandoned.
4. CRITERIA FOR SUCCESSFUL COMPLETION
The series that is evaluated must be a total of at least six 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:

1. Sees self as a facilitator, not a manipulator within a group; authoritative but not authoritarian
2. Views clients as peers who are capable of taking responsibility for their own health care and other vital matters
3. Views childbirth as an opportunity for emotional growth and enhanced communication between the mother and her partner or care team
4. Views childbirth as an essentially normal, constructive life experience
5. Recognizes that client performance is not a "personal product" of the childbirth educator
6. Has genuine concern for the welfare of clients and their families
7. Has the ability to permit dependence and independence in others. Can identify if and when guidance is needed and offer appropriate guidance or referral
8. 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:

1. Presenting material in a clear, understandable, nonthreatening manner
2. Showing enthusiasm, sensitivity, and respect for others
3. Respecting parental right to accept or reject material or ideas
4. Ability to self-evaluate
5. Understanding and applying the principles of adult education
6. Preparation and use of an extensive teaching plan
7. Responding to and adapting childbirth method(s) used to the needs of individual parents

Client 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 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 observations that met the criteria for successful evaluation, the observations that did not meet those criteria, 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:

1. Inconsistent demonstration of advocacy of ICEA goals and philosophy
2. Inadequate teaching ability
3. Inability to project knowledge of material; continued inclusion of misinformation in teaching content
4. Lack of organization and sense of priorities
5. Continued evidence of:
 - a. Disrespect or insensitivity
 - b. Inability to view childbirth as an essentially normal, constructive life experience
 - c. Inability to identify and attempt to meet the needs of class members
 - d. Inability to work with a group
 - e. Unresolved conflict about personal childbirth experience
 - f. Inflexible attitude toward medical management of labor and birth
 - g. Apathy, inability to project enthusiasm
 - h. Overly directive, authoritarian, or rigid behavior
 - i. Poor appearance
 - j. Failure to improve
 - k. Failure to meet ICEA minimum standards for a prenatal class series
 - l. Consistently unfavorable evaluation of candidate by clients and/or 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 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 to be printed as needed:

CANDIDATE REQUIRED FORMS

1. [EVALUATOR MEMBERSHIP VERIFICATION FORM](#) (sent to ICEA Main Office Staff)
2. [SAMPLE LESSON PLAN](#) (shared with evaluator only)
3. [SAMPLE CLASS PARTICIPANT EVALUATION](#) (shared with evaluator only)
4. [CANDIDATE'S SELF-ASSESSMENT](#) (shared with evaluator only)

EVALUATOR REQUIRED FORMS

1. [CLASS ASSESSMENT FORM](#) (one per class in the series to be shared with candidate only)
2. [SERIES ASSESSMENT FORM](#) (one per series to be shared with candidate only)
3. [EVALUATED TEACHING RECOMMENDATION](#) (submitted to ICEA and candidate)

OPTIONAL FORMS

1. [CANDIDATE'S TOPIC CHECK LIST](#) (used by evaluator)
2. [EVALUATOR'S TOPIC CHECK LIST](#) (used by candidate)



THE EXAMINATION

The ICEA Certified Childbirth Educator Certification examination is designed to test for a thorough knowledge of the basic content in childbirth preparation. The examination is based solely on the objectives outlined in the seven parts of the ICEA ICCE curriculum.

The examination consists entirely of 150 multiple choice questions. There are no short answer or essay questions. The examination is “closed book” and must be proctored. Three hours are given to complete the examination. The score is based on the number of correct answers.

Candidates for whom English is a second language must contact the office as an examination may be available in their primary language. If an examination is not available in their primary language, then candidates may use a non-medical primary language/English dictionary and will be provided with four hours to complete the examination. The ICEA office must be notified, in writing, of these special needs at the time the certification examination application and fee are submitted. All examinations must be scheduled at least 30 days prior to the examination date.

Applying to Take the Examination

Candidates have up to two years, from the date in which they enrolled in the program, to complete the examination pre-requisites and apply for the examination. If more than two years pass, candidates must re-enroll in the program and again complete all the pre-requisites. Examination applications will not be accepted unless they are complete. A complete application includes all needed forms and verifications, examination date, location and proctor, and full payment (See pages 40-42).

Scheduling Your Examination

All examinations are given online but must be taken with a proctor in person at the testing location chosen by the candidate. Candidates may apply to take the examination in any state, province or country, and are not limited to taking the examination in their local geographic area. An examination can be scheduled by completing and submitting the ICEA Childbirth Educator Certification Examination Application. All examinations must be scheduled at least 30 days prior to the examination date. This includes any requested changes in scheduled examinations. The online link for the candidate’s exam will be emailed to the proctor in advance of the testing date.

Grading of the Examination

All ICEA examinations are taken online, therefore, candidates will immediately know their results upon completion. Each candidate who receives a passing score of 80% or above is considered to be an ICEA Certified Childbirth Educator, an ICCE. ICEA will issue a formal certificate via email to those who have successfully completed the program. A three-year ICEA membership will be provided along with the certification.

In the event a candidate fails the exam, the candidate may request a new examination application via email to retake the test. These candidates will have up to one year in which to pass the examination. They may retake the examination two additional times within one year of the first fail date, providing repeat guidelines are followed and ICEA membership is maintained. Examinations ruled invalid will be treated as failed examinations and the candidate will have one year to retake the examination per guidelines. Each subsequent exam will be charged the same exam fee based on geographic location.



Certification Designation

Upon successful completion of the ICEA Certified Childbirth Educator Certification Program, an instructor will be entitled to use ICCE and the term “ICEA Certified Childbirth Educator” to designate certification status and to indicate that the instructor is ICEA Certified.

Recertification

ICEA is dedicated to maintaining a rigorous standard of excellence, and thus all ICEA certifications are only valid for three years. At the completion of the three years, all ICEA Certified Childbirth Educators must apply for recertification. ICEA believes that as teachers, certified childbirth educators are continually educating themselves and learning from their clients. Recertification validates commitment to the profession and ensures the continuation of receiving the benefits of ICEA affiliation. View [Recertification](#) for more information.

Extension of the Recertification Application Deadline

An ICCE may apply for a single 6-month extension of the recertification deadline in order to complete the requirements. The forms to request an extension can be found under the Certification Tab on the web site. The forms must be completed and the request must be received prior to the certification expiration date. The ICEA Certification Coordinator will respond in writing via email that the extension has been granted. The extension is only for submitting the application. The extension gives the candidate more time to complete the application, but does not change the date of the next recertification deadline.

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 three years. The request for inactive status must be received by the expiration of the current certification period. The request must be in writing via email and state why the inactive status is needed. The ICEA Certification Coordinator will respond via email that the inactive status has been granted. Only one inactive status will be granted per certification period. An inactive status fee will need to be paid when the individual decides to go inactive and a recertification fee will need to be paid to become active again.

Lapsed Certification

If an ICCE’s certification has expired up to 12 months past their recertification date, the individual will be required to:

- update their contact hours to meet the requirement of 24 contact hours in 3 years
- pay a \$115 (USD) late fee (half of the standard recertification fee)
- pay their regular recertification fee

If a former ICCE’s certification has expired past 12 months but under 3 years from their recertification date, the individual will be required to use the [experienced pathway](#) to obtain current certification, paying all applicable fees. The reinstated certification period begins when the individual has passed the certification examination.



If an ICCE's certification has expired past 3 years (at least one certification cycle) from their recertification date the individual will be required to use the [traditional pathway](#) to obtain current certification, paying all applicable fees. If the individual has an active childbirth educator certification with an ICEA approved organization, and has been actively teaching for a minimum of two years, they may utilize the [experienced pathway](#) paying all applicable fees. The reinstated certification period begins when the individual has passed the certification examination.

ICEA reserves the right to change any part of the certification program or recertification process without notice. Notice of such changes will be sent in the newsletter, ICEA Connection. Please contact the Certification Coordinator at info@icea.org with any questions.



EVALUATOR MEMBERSHIP VERIFICATION FORM

ICEA Certified Childbirth Educator (ICCE) Certification Program

Please use this form 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.

Candidate Information:

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

Evaluated Teaching Series Dates: _____

Evaluator Information:

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

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

<p>Evaluator membership current through: _____</p> <p>Is the Evaluator qualified: Yes _____ No _____</p> <p>Evaluator not qualified because: _____</p> <p>Verified by: _____ Date: _____</p>
--

Please submit this form to:
ICEA, 110 Horizon Drive, Ste. 201, Raleigh, NC 27615, USA



SAMPLE LESSON PLAN



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

©Copyright 2020 International Childbirth Education Association



SAMPLE CLASS PARTICIPANT EVALUATION

Educator: _____
 Answered by: Mother _____ Supporting 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

Circle the number that most closely fits your assessment of your ability in these areas.

Rating scale:

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

Circle the number that most closely fits your assessment of your ability in these areas.

Rating scale:

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 educator’s continued growth. Please return this form to your educator.

Signature (Optional): _____ Date: _____



CANDIDATE SELF-ASSESSMENT

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

PART I

Circle the number that most closely fits your assessment of your ability in these areas.

Rating 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. 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 only to your evaluator.



CLASS ASSESSMENT FORM
Completed by Evaluator

Candidate: _____ Evaluator: _____
Candidate ICEA Member #: _____ Evaluator ICEA Member #: _____

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 class members:

- 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



5. How well did the educator appear to be prepared?
- Not at all
 - Insufficient
 - Adequate
 - Well-prepared
 - Outstanding
6. How familiar with the material did the educator appear?
- Familiar with notes
 - Dependent on notes
 - Does not use notes
 - Needs to refer to notes more often
 - Answers questions adequately

PART II

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)?
- Yes
 - No

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

1. Describe any content areas that were unclear:

2. Describe any content areas that were especially clear:

3. Summarize the areas where improvement is needed:

4. Summarize the educator's areas of strength:

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

Signature: _____ Date: _____



SERIES ASSESSMENT FORM

Completed by Evaluator

Candidate: _____ Evaluator: _____
 Candidate ICEA Member #: _____ Evaluator ICEA Member #: _____

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.

Circle the number that most closely fits your assessment of your ability in these areas.

Rating Scale:

1 = Seldom 2 = Occasionally 3 = Often 4 = Consistently

PART I Teaching Skills

- 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
- 1 2 3 4 Adapts the childbirth method to the individual needs of class members
- 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 participation, sharing, and individual satisfaction in childbirth
- 1 2 3 4 Educates clients on their rights and responsibilities in making informed choices
- 1 2 3 4 Educates clients 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 clients’ right to accept or reject material and ideas
- 1 2 3 4 Views clients’ as peers capable of taking responsibility for their own health care
- 1 2 3 4 Accepts clients’ view of what is a “good” childbirth for themselves
- 1 2 3 4 Recognizes that clients’ performance is not “personal product” of the instructor

Additional comments:

Signature: _____ Date: _____



CANDIDATE'S TOPICS CHECKLIST OPTIONAL

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

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.

1. Class content must include:

- _____ The natural physiological pattern of labor, birth and postpartum
- _____ Frequent, abnormal, or unexpected variations during the childbearing year
- _____ Physical and emotional changes encountered in pregnancy, birth, and postpartum
- _____ Father's experiences and feelings during the childbearing year
- _____ Maternal and infant nutrition
- _____ 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
- _____ The history, development, and philosophy of childbirth education
- _____ Family-centered maternity care

2. Class content may also include:

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

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

- _____ Relaxation
- _____ One or more breathing patterns
- _____ Comfort measures
- _____ Body conditioning exercises for pregnancy, birth, and postpartum

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



5. Throughout the series, advocacy of the following concepts must be evident:
- _____ Rights and responsibilities in making informed choices based on knowledge of alternatives
 - _____ Legal rights and informed consent
 - _____ Breastfeeding as the preferred means of promoting infant nutrition, neonatal immunization, and maternal-infant bonding
 - _____ Avoidance of medical intervention in uncomplicated pregnancy, birth, and postpartum
 - _____ Family-centered maternity care
 - _____ Participation, sharing, and individual satisfaction in vaginal and cesarean births
 - _____ 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

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

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:

1. Class content must include:

- ___ The natural physiological pattern of labor, birth, and postpartum
- ___ Frequent abnormal or unexpected variations during the childbearing year
- ___ Physical and emotional changes encountered in pregnancy, birth and postpartum
- ___ Partner's experiences and feelings during the childbearing year
- ___ Maternal and infant nutrition
- ___ 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
- ___ Family-centered maternity care

2. Class content may also include:

- ___ Anatomy (male and female), physiology of reproduction, and sexuality
- ___ Fetal development and newborn characteristics
- ___ Iatrogenic and teratogenic influences in pregnancy

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

- ___ Relaxation
- ___ One or more breathing patterns
- ___ Comfort measures
- ___ Body conditioning exercises for pregnancy, birth and postpartum



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

5. Throughout the series, advocacy of the following concepts must be evident:
 - ___ Rights and responsibilities in making informed choices based on knowledge of alternatives
 - ___ Legal rights and informed consent
 - ___ Breastfeeding as the preferred means of promoting infant nutrition, and maternal infant bonding
 - ___ Avoidance of medical intervention in uncomplicated pregnancy, birth and postpartum
 - ___ Family-centered maternity care
 - ___ Client participation, sharing, and individual satisfaction in vaginal and cesarean births
 - ___ 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.

Signature: _____ Date: _____



EVALUATED TEACHING RECOMMENDATION

Candidate Information:

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

Evaluator Information:

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

PART I Class Descriptions

_____ Dates of the evaluated teaching series

_____ Number of classes in series

_____ Number of hours per class

_____ Number of series evaluated

PART II Recommendation

The following recommendation is made:

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
- Lack of organization
- Consistently unfavorable evaluation by clients and evaluator

Signature _____ Date _____

Incomplete Evaluation

My evaluation of the applicant cannot be completed due to the following:

Signature _____ Date _____

Please submit this form to:
ICEA, 110 Horizon Drive, Ste. 201, Raleigh, NC 27615, USA



LABOR OR BIRTH OBSERVATION GUIDELINES

The labor or birth observation requirement is designed to provide an opportunity for ICEA certification candidates and 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 process of birth. It is up to the candidate or 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 as a Certification Prerequisite

Observe a minimum of three labors or births according to ICEA guidelines within two years prior to the date of the certification examination application.

Observations must be done after entering the ICEA Childbirth Educator Certification Program. Candidates 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.

The candidate's own birth experience(s) are not applicable to this requirement.

Observations cannot be done while providing medical or nursing care.

Observations become invalid if they were completed two or more years prior to the date stamped on the application form.

Observation Expectations

ICEA encourages all candidates to observe more than the minimum number of births and to observe the widest possible range of experiences. There is little benefit in labor observations that reinforce what the candidate already knows, or exposes the candidate to birth environments or care providers with whom the candidate is already familiar. A candidate who has primarily supported women in labor while being emotionally involved should include some labor observations where the candidate sits and observes in a more clinically detached fashion. A candidate who has primarily been in labor and birth situations in a clinically detached way should include some experiences where the candidate acts as a support person and becomes more emotionally involved with the laboring woman. A self-assessment sheet is included in the labor and birth observation material to help the candidate determine where on each continuum the candidate has had the most experience. 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, candidates may not use their own birth experiences.

While observing a birth, the candidate 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. Also included in the study guides is a copy of "Labor or Birth Observation Questions" (See page 36) which is designed to encourage reflection and comparison of birth observations. ICEA cannot accept written reports of



labor and birth observations, but it encourages the candidate to note what has been learned from each observation and share this information with other instructors.

Providing Support While Observing

A candidate may only observe or may be directly involved as a support person for the woman and/or her partner. However, candidates may not provide medical or nursing care.

There is no restriction on whom the candidate may observe or support. It may be easier in some situations to observe or support one's own class clients. The benefit is that the candidate can see how well the laboring woman and her partner use what was taught. The candidate 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. Candidates need to be careful of "taking over" for the primary support person.

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

Getting Permission to Observe and/or Support

The candidate should get written or verbal permission from the appropriate person(s) at the facility before attempting to complete an observation. When permission has been granted, contact the appropriate person at the facility to arrange for a time to observe or ascertain the procedure for being a support person. The candidate is subject to the rules and regulations of the birth facility.

The candidate is a guest of both the birth facility and the laboring woman, and is expected to act accordingly. The behavior of an observer or a support person can make an indelible impression on the laboring woman, especially if injudicious comments are made. It is expected that the candidate will observe or support the woman in non-interfering ways unless specifically requested to do otherwise.

When Permission is Denied to Observe

ICEA highly recommends attending births as part of your certification process. It is an excellent way to enhance your teaching through experience. It can also be a good way to understand some of the policies and procedures at hospitals and birth centers in your area. Due to the challenges that some experience trying to schedule these observations, the following options will be accepted.

Option 1 (strongly recommended) Observe three births. You need to be present for a minimum of 3 hours and have your attendance recorded and verified (verification can be done by a hospital staff member or a member of the birthing family). It is best if you can observe different types of births such as cesarean, un-medicated, epidural, induction etc.

Option 2 A combination of birth observations and viewing a recorded birth. You may do a combination of two following the guidelines below. If you are choosing to use a birth video, you must write a summary of the recorded birth. This summary must be thoughtful and thorough.

You will need to discuss the following:



What you observed – (See page 38 for Labor or Birth Observation Questions)
How support persons were helpful
What things helped the birthing person
Where you identify that more support could be given
Policies and practices that are similar and different to the hospitals in your area
Ways you could use this video for your classes

Option 3 (least ideal) Complete all birth observations by viewing a recorded birth and completing a review as outlined above and observe a minimum of one 3 hour class taught by another educator (does not need to be an ICEA educator).

Recorded birth requirements:

- Must be a minimum of 6 minutes in length
- Must be published/recorded no earlier than 2006 for videos produced by Injoy or another professional birth video company
- Must be published/recorded no earlier 2014 for personal videos such as those found on YouTube or a local birth videographer
- Must view three different types of births (medicated, un-medicated, Cesarean, VBAC, induction, water birth)



SAMPLE LETTER REQUESTING PERMISSION TO OBSERVE

Modify the letter as it suits your situation. Suggested enclosures are listed at the bottom of the letter.

Hospital Administrator
Anytown Community Hospital
Anytown, My Country

Dear Administrator:

I am a childbirth educator, teaching preparation for childbirth in this community. As a member of the International Childbirth Education Association (ICEA), I am presently a candidate in the ICEA Certified Childbirth Educator Certification Program.

The final step in the certification process will be a written examination. However, before I may take the examination, I must observe a minimum of three labors or births.

Since a significant number of couples in my childbirth preparation classes have had their babies at Anytown Community Hospital, I am requesting permission to use ACH for my observational experience.

Enclosed please find information about the ICEA Certified Childbirth Educator Certification Program. Once I have your written permission I will contact the Obstetrical Nursing Supervisor and the Head Nurse in Labor and Delivery to plan my observation with them. Please contact me at (phone) if you have any questions. Otherwise, I look forward to receiving your written permission.

Sincerely,

Candidate's name

SUGGESTED ENCLOSURES ICEA
Certification Philosophy ICEA
Certification Requirements
Labor or Birth Observation Guidelines
Guide for Labor or Birth Observations



LABOR OR BIRTH OBSERVATION QUESTIONS

Take this sheet with you as a guide for thinking and for comparing each birth experience.

1. How did the length, strength, and interval of contractions change? How did these compare with what you are familiar?
2. What were the physical and emotional responses of the woman and her partner to the sensations of contractions? How did these compare with what you are familiar?
3. What were the coping mechanisms of the woman and her partner, such as touch, relaxation, ambulation, breathing, positioning? How did these compare with what you are familiar?
4. What kinds of interactions did the staff/attendants have with the laboring woman and her partner? What were the responses of the laboring woman and her partner to the staff/attendants? How did this compare with what you are familiar?
5. What medical interventions were used? What were the reactions of the mother and her partner to these interventions? What was the effect of the interventions on the labor? What explanations were given by the staff/attendants to the mother for the interventions used? How did this compare with what you are familiar?
6. What alternatives to medical interventions were suggested or used? What were the reactions of the mother and her partner to these alternatives? What effect on labor did the alternatives have? How did this compare with what you are familiar?
7. What were the reactions of the new mother and her partner to the baby? How did this compare with what you are familiar?
8. What procedures were performed on the baby? How did the mother and her partner respond to any “bonding time” with the baby? How did the mother and her partner respond to separation from the baby? How did this compare with what you are familiar?
9. What positive or negative influences on the mother, her partner, or the staff did you note because of your presence?



LABOR OR BIRTH OBSERVATION VERIFICATION FORM

Observations may not be completed while administering nursing or medical care.

This verifies that _____ has observed or supported a laboring woman or observed a birth at _____ in partial fulfillment of the labor or birth observation requirement for the Childbirth Educator Certification Program of the International Childbirth Education Association.

Signature: _____ Date: _____

Position/Title: _____

• • • • •

This verifies that _____ has observed or supported a laboring woman or observed a birth at _____ in partial fulfillment of the labor or birth observation requirement for the Childbirth Educator Certification Program of the International Childbirth Education Association.

Signature: _____ Date: _____

Position/Title: _____

• • • • •

This verifies that _____ has observed or supported a laboring woman or observed a birth at _____ in partial fulfillment of the labor or birth observation requirement for the Childbirth Educator Certification Program of the International Childbirth Education Association.

Signature: _____ Date: _____

Position/Title: _____



CHECKLIST TO BE COMPLETED BEFORE APPLYING FOR THE EXAM

- Attend an ICEA Approved workshop (a minimum of 16 hours)
- Teach an evaluated class series
 - Evaluator Membership Verification Form
 - Evaluated Teaching Recommendation Form
- Observe at least three births (or equivalent as outlined under Birth Observations) and verification of attending a Childbirth Education Class
 - Birth Observation form completed

EXAM APPLICATION

Candidate Information

Full Name: _____

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Phone: _____ Email: _____

ICEA Member Number: _____

This application must be received 30 DAYS before the chosen examination date.

The following documentation MUST accompany this application. Please check each item that is enclosed.

- _____ Verification of having completed a minimum of 16 ICEA approved contact hours by attending the Childbirth Educator Workshop.
- _____ Labor or Birth Observation Verification Form
- _____ Evaluated Teaching Recommendation Form and verification of attending a Childbirth educator Class
- _____ Certification Exam Fee

Philosophy Statement

"I support the physiologic process of childbirth and the right of the expectant parent to make informed decisions based on the knowledge of alternatives. As an ICEA certified educator, I will work with other healthcare professionals and consumers to promote family-centered maternity care, breastfeeding, and parent-infant bonding. I advocate parental participation in childbirth and the avoidance of medical intervention in uncomplicated labors. I accept as my primary responsibility the preparation of expectant parents, both mentally and physically, to participate in an individually satisfying pregnancy, labor, birth, and introduction to parenthood."

Signature: _____ Date: _____

Exam Details

Date: _____ Day of Week: _____ Time: _____ Exam



Location (Must be a Public Facility: _____)

Address: _____ City/Town: _____

State/Province: _____ Zip/Postal Code: _____ Country: _____

Proctor Details

Full Name: _____ Credentials: _____

Qualifications & Relationship to Candidate: _____

Email Address(es): _____

Access to the online exam will be emailed directly to the proctor at the email address above. Please make sure the email address is accurate and complete to ensure a timely delivery. It is the responsibility of the examination candidate to make sure the proctor has received access to the online exam.

Payment Details

ICEA's exam pricing structure reflects our goal to improve birth outcomes for all families in the international community. Find your country's category and corresponding fee below.

Country Category	2021 ICEA Dues	2021 Fee if already Certified in another ICEA certification
Category A	\$390	\$370
Category B	\$113	\$107
Category C	\$64	\$61
Category D	\$47	\$45

CATEGORY A:

Andorra, Antigua and Barbuda, Argentina, Aruba, Australia, Austria, Bahamas, Bahrain, Barbados, Belgium, Bermuda, British Virgin Islands, Brunei Darussalam, Canada, Cayman Islands, Channel Islands, Chile, Croatia, Curaçao, Cyprus, Czech Republic, Denmark, Estonia, Faeroe Islands, Finland, France, French Polynesia, Germany, Gibraltar, Greece, Greenland, Guam, Hong Kong (SAR), Hungary, Iceland, Ireland, Isle of Man, Israel, Italy, Japan, Korea, Rep., Kuwait, Latvia, Liechtenstein, Lithuania, Luxembourg, Macao (SAR), Malta, Monaco, Nauru, Netherlands, New Caledonia, New Zealand, Northern Mariana Islands, Norway, Oman, Poland, Portugal, Puerto Rico, Qatar, San Marino, Saudi Arabia, Seychelles, Singapore, Sint Maarten (Dutch part), Slovak Republic, Slovenia, Spain, St. Kitts and Nevis, St. Martin (French part), Sweden, Switzerland, Taiwan, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom, United States, Uruguay, Virgin Islands (U.S.)

CATEGORY B:

Albania, Algeria, American Samoa, Angola, Azerbaijan, Belarus, Belize, Bosnia and Herzegovina, Botswana, Brazil, Bulgaria, China, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, Equatorial Guinea, Fiji, Gabon, Georgia, Grenada, Iran (Islamic Rep.), Guyana, Iraq, Jamaica, Jordan, Kazakhstan, Lebanon, Libya, Macedonia (FYR), Malaysia, Maldives, Marshall Islands, Mauritius,



Mexico, Montenegro, Namibia, Palau, Panama, Paraguay, Peru, Romania, Russian Federation, Serbia, South Africa, St. Lucia, St. Vincent and the Grenadines, Suriname, Thailand, Turkey, Turkmenistan, Tuvalu, Venezuela RB

CATEGORY C:

Armenia, Bangladesh, Bhutan, Bolivia, Cabo Verde, Cambodia, Cameroon, Congo (Rep.), Côte d'Ivoire, Djibouti, Egypt (Arab Rep.), El Salvador, Ghana, Guatemala, Honduras, India, Indonesia, Kenya, Kiribati, Kosovo, Kyrgyz Republic, Lao (PDR), Lesotho, Mauritania, Micronesia (Fed. Sts.), Moldova, Mongolia, Morocco, Myanmar, Nicaragua, Nigeria, Pakistan, Papua New Guinea, Philippines, Samoa, São Tomé and Príncipe, Solomon Islands, Sri Lanka, Sudan, Swaziland, Syrian Arab Republic, Tajikistan, Timor-Leste, Tonga, Tunisia, Ukraine, Uzbekistan, Vanuatu, Vietnam, West Bank and Gaza, Yemen (Rep.), Zambia

CATEGORY D:

Afghanistan, Benin, Burkina Faso, Burundi, Central African Republic, Chad, Comoros, Congo (Dem. Rep.), Eritrea, Ethiopia, The Gambia, Guinea, Guinea-Bissau, Haiti, Korea, Dem. People's Rep., Liberia, Madagascar, Malawi, Mali, Mozambique, Nepal, Niger, Rwanda, Senegal, Sierra Leone, Somalia, South Sudan, Tanzania, Togo, Uganda, Zimbabwe

Check Enclosed
 Charge My Visa MasterCard

Card Number: _____

Expiration Date: _____ Security Code: _____

Signature: _____ Date: _____

Please submit this form to:
ICEA, 110 Horizon Drive, Ste. 201, Raleigh, NC 27615, USA



