

# Training Organization Self-Assessment

## Introduction

Use this form to evaluate your curriculum program before you submit the official application to the Office of Certification Strategies.

## Program

Approved programs are full-spectrum (perinatal) in nature, which means they prepare doulas to support pregnant people and their families during the prenatal period, labor and delivery, and the postpartum period. Doulas are also trained in infant care and professional and ethical conduct.

## Contact Hours

Training organizations must provide a minimum of 40 contact hours of which at least 28 hours are in-person or delivered live and synchronously online.

Does your organization meet the minimum contact hours? ☐ Yes ☐ No

## Rubric

Effective training curriculum (learning objectives that guide instruction, learning activities, reading materials, and assessments) results in measurable learner outcomes. The Office of Certification Strategies will evaluate your doula program's curriculum against the learner outcomes and practical experiences listed in a rubric. Please review the descriptions of the rubric criteria and recommendations on how to complete the application.

NOTE: Section 7 of the rubric does not count towards an organization's point total. Section 7 serves as documentation only.

## Section 1: Prenatal Support

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons ...	<b>Recommendations for Completing the Application</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
<b>Section 1a</b>	<b>Counsel clients in general health and safety during the prenatal period, including:</b> <ul style="list-style-type: none"> <li>• Maintaining a healthy pregnancy</li> <li>• Understanding labor and delivery</li> <li>• Preparing a personalized birth plan</li> <li>• Changing family dynamics during pregnancy and after childbirth</li> </ul>	... that instruct students on how to counsel their future clients on prenatal health concerns and how family dynamics (including relationships with domestic partners) may change. The reviewer will also look for topics where students are instructed on how to describe labor and delivery to their future clients and help them determine a birth plan.	... that illustrate these topics are presented to students and how students learn to explain these topics to their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 1b</b>	<b>Provide clients with appropriate <u>evidence-based</u> information on</b> <ul style="list-style-type: none"> <li>• Maintaining a healthy pregnancy</li> <li>• Understanding labor and delivery</li> <li>• Preparing a personalized birth plan</li> <li>• Changing family dynamics during pregnancy and after childbirth</li> </ul>	... that require students to demonstrate they can locate appropriate <u>evidence-based</u> information that can be shared with their future clients.	... that show locating and evaluating information is required and/or that students are required to begin saving resources that can be shared with their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons ...	<b>Recommendations for Completing the Application</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
<b>Section 1c</b>	<b>Facilitate access to community resources designed to support</b> <ul style="list-style-type: none"> <li>• Nutrition during the prenatal period</li> <li>• Healthy pregnancies, including alcohol, tobacco and drug cessation resources</li> <li>• Positive family dynamics, such as housing and transportation resources</li> <li>• Positive relationships between clients and their partners, including intimate partner violence resources</li> </ul>	... that require students to demonstrate they are aware of different community organizations, support services, and resources to which they can refer future clients for assistance with these issues.	... that show students are required to research their local community organizations, support services, and resources so they are prepared to refer future clients for assistance with these issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 1d</b>	<b>Honor clients' cultural and family traditions as they relate to the prenatal period and birth planning</b>	... on recognizing different cultural and family traditions and how they relate to supporting their clients during the prenatal period and assisting with birth planning.	... that illustrate these topics are presented and students are advised on how to respectfully interact with clients during the prenatal period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 1e</b>	<b>Facilitate open communication with clients and between clients and their partners</b>	... on how to promote effective communication practices between the doula and client, between the doula and the clients' partners, and between clients and their partners.	... where students can rehearse and apply effective communication practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 1f</b>	<b>Recognize complications that can arise during pregnancy, and refer clients to healthcare professionals when clinical assessment, medical diagnosis, or prescriptions are needed</b>	... that instruct students on pregnancy-related medical complications and when clients should seek professional medical assistance.	... that illustrate students can recognize pregnancy-related medical complications and refer clients to healthcare professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 2: Labor and Delivery Support

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons ...	<b>Recommendations for Completing the Application</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
<b>Section 2a</b>	<b>Assist clients with carrying out their birth plans and advocate on their behalf when they are unable to speak for themselves</b>	... that guide students on assisting their future clients with fulfilling their original birth plans and lessons that provide the skills needed to advocate for clients in a medical setting.	... that illustrate these topics are presented and how students demonstrate their ability to advocate on their future clients' behalf.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 2b</b>	<b>Honor cultural and family traditions as they pertain to labor and delivery</b>	... on recognizing different cultural and family traditions and how they relate to supporting their clients during labor and delivery.	... that illustrate these topics are presented and students are advised on how to respectfully interact with clients, their families, and their partners during labor and delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 2c</b>	<b>Emotionally support clients in the manner in which they choose and provide non-medical comfort measures and coping skills suitable to clients' needs</b>	... on recognizing different methods of emotional support and applying non-medical comfort measures and coping skills, such as changing positions, breathing techniques, relaxation methods, etc.	... that illustrate students can practice applying different methods of emotional support and applying non-medical comfort measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 2d</b>	<b>Be prepared for various medical procedures or interventions during labor and delivery in order to remain calm and encourage those present at the birth to remain calm</b>	... on recognizing common medical procedures or interventions that occur during labor and delivery and demonstrating appropriate calm responses to stressful medical situations.	... on common medical interventions and procedures, including unexpected emergency procedures, that may occur during labor and delivery and coping measures they can use to remain calm and help others remain calm in stressful moments during labor and delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons ...	<b>Recommendations for Completing the Application</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
<b>Section 2e</b>	<b>Help maintain a comfortable environment for clients and encourage those present at the birth to maintain a positive and respectful environment for clients</b>	... on best practices for creating an environment that is comfortable for the client and guiding visitors, family, and partners on demonstrating positive and respective behavior.	... that demonstrate how students are instructed on maintaining a comfortable environment, especially those in a medical setting, and how to handle the behaviors and attitudes of visitors, family, and partners who are present at the birth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 2f</b>	<b>Support and assist initial bonding between clients and their newborns</b>	... that instruct students on newborn bonding and effective methods of supporting the initial bonding between clients and their newborns.	... that show these topics are presented and students demonstrate how to support the initial bonding between clients and their newborns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 3: Postpartum Support

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons...	<b>Recommendations for Completing the Application</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
<b>Section 3a</b>	<b>Counsel clients in postpartum self-care, stress management, and changing family dynamics after childbirth</b>	... that instruct students on how to counsel their future clients on postpartum health concerns and how family dynamics (including relationships with domestic partners) may change after childbirth. The reviewer will also look for topics where students are instructed on how to describe postpartum self-care,	... that illustrate these topics are presented to students and how students learn to explain these topics to their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons...	<b>Recommendations for Completing the Application</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
		stress management, and possible changing family dynamics to their future clients.				
<b>Section 3b</b>	<b>Provide clients with appropriate <u>evidence-based</u> information on postpartum self-care and changing family dynamics after childbirth</b>	... that require students to demonstrate they can locate appropriate <u>evidence-based</u> information on postpartum self-care and changing family dynamics that can be shared with their future clients.	... that show locating and evaluating information is required and/or that students are required to begin saving resources that can be shared with their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 3c</b>	<b>Facilitate access to community resources designed to support</b> <ul style="list-style-type: none"> <li>Nutrition during the postpartum period</li> <li>Healthy parents and newborns, including alcohol, tobacco, and drug cessation resources</li> <li>Positive family dynamics, such as housing and transportation resources</li> </ul>	... that require students to demonstrate they are aware of different community organizations, support services, and resources to which they can refer future clients for assistance with these issues.	... that show students are required to research their local community organizations, support services, and resources so they are prepared to refer future clients for assistance with these issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 3d</b>	<b>Provide emotional support and encouragement to clients and their families during the postpartum period</b>	... that instruct students on postpartum emotional support measures and how to demonstrate effective support to their future clients and families during the postpartum period.	... that show students are required to demonstrate effectively supporting future clients and their family during the postpartum period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 3e</b>	<b>Refer clients to healthcare professionals when clinical assessment, medical diagnosis, or prescriptions are needed</b>	... that instruct students on postpartum-related medical complications and when clients should seek professional medical assistance.	... that illustrate students can recognize postpartum-related medical complications and refer clients to healthcare professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 4: Newborn/Infant Care

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons ...	<b>Recommendations for Completing the Application Form</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
<b>Section 4a</b>	<b>Counsel clients in newborn/infant health, development, sleeping, and feeding</b>	... that instruct students on how to counsel their future clients on newborn/infant health, infant development, sleeping, feeding.	... that illustrate these topics are presented to students and how students learn to explain these topics to their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 4b</b>	<b>Provide clients with appropriate <u>evidence-based</u> information on newborn/infant health and feeding</b>	... that require students to demonstrate they can locate appropriate <u>evidence-based</u> information on newborn/infant health and feeding that can be shared with their future clients.	... that show locating and evaluating information is required and/or that students are required to begin saving resources that can be shared with their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 4c</b>	<b>Provide clients with general breastfeeding guidance and resources</b>	... that instruct students on providing breastfeeding guidance and gathering appropriate breastfeeding resources to share with clients.	... that show students are required to demonstrate they can provide breastfeeding guidance and appropriate resources to their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 4d</b>	<b>Provide clients and their families with infant soothing and coping skills</b>	... that instruct students on various infant soothing and coping skills and how to counsel their future clients on applying those skills.	... that show students are required to demonstrate they can counsel their future clients on applying various infant soothing and coping skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 4e</b>	<b>Honor cultural and family traditions as they relate to infant care</b>	... on recognizing different cultural and family traditions and how they relate to supporting their clients and their families in caring for their infants.	... that illustrate these topics are presented and students are advised on how to respectfully support their clients and their families in caring for their infants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 5: Professional Conduct

	<b>Learner Outcomes</b> As a result of completing the training program, learners are able to:	<b>Criterion Explanation</b> The reviewer will look for specific lessons...	<b>Recommendations for Completing the Application Form</b> Submit documentation such as reading assignments, lesson plans, or topical outlines ...	<b>Present 2 pts</b>	<b>Developing 1 pt</b>	<b>Not present 0 pts</b>
<b>Section 5a</b>	<b>Conduct themselves in a professional manner in their interactions with clients, colleagues, and healthcare providers and staff</b>	... that present appropriate and professional behaviors that are expected between doulas and their clients, their colleagues, and healthcare providers and staff.	... that illustrate these topics are presented and students are advised on how to demonstrate professional behavior when working with clients, colleagues, and healthcare providers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 5b</b>	<b>Clearly communicate and thoroughly describe service agreements to their clients, provide their clients with reliable support, and uphold their service agreements</b>	... that instruct students on creating and upholding service agreements and providing clients with ethical and reliable support.	... that show students are required to demonstrate they recognize the required elements of a service agreement, are able to uphold the elements of a service agreement, and can provide ethical and reliable support for their future clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 5c</b>	<b>Care for clients regardless of their race, gender identification, sexual orientation, economic status, and religious or political beliefs</b>	... on expectations of providing unbiased support.	... on cultural humility where students examine their own possible biases and/or recognize the importance of unbiased support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 5d</b>	<b>Respect the privacy of their clients and protect their health information and personal information</b>	... that explain basic practices for respecting and protecting clients' confidentiality.	... that show students are required to demonstrate their understanding of respecting and protecting clients' confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Section 6: Practical Experiences

	Practical Experiences	Criterion Explanation The reviewer will look for these specific experiences:	Recommendations for Completing the Application	Present 4 pts	Not present 0 pts
<b>Section 6a</b>	<b>Learners are required to attend at least 1 live labor and birth.</b>	Students are present during the labor of at least 1 client that results in a live birth ( <i>students may observe, assist a mentor doula, or support a client with the oversight of a mentor doula</i> ). The doula provides the client with non-medical support measures, demonstrates how to communicate effectively with the client, visitors or family present, and healthcare staff, and maintains a positive and calm environment.	Provide a detailed explanation of the required labor and delivery experience, including what level of involvement is expected.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 6b</b>	<b>Learners are required to attend a prenatal visit or other experience with pregnant clients.</b>	Students are present during a prenatal visit between a doula and a client ( <i>students may observe, assist a mentor doula, or support a client with the oversight of a mentor doula</i> ) or attend a prenatal doctor visit with a client.	Provide a detailed explanation of the required prenatal experience, including what level of involvement is expected.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 6c</b>	<b>Learners are required to attend a postpartum visit or other experience with postpartum clients.</b>	Students are present during a postpartum visit between a doula and a client ( <i>students may observe, assist a mentor doula, or support a client with the oversight of a mentor doula</i> ) or attend a postpartum doctor visit with a client.	Provide a detailed explanation of the required postpartum experience, including what level of involvement is expected.	<input type="checkbox"/>	<input type="checkbox"/>

## Section 7: Common Training Requirements

This section is for documentation purposes only. You will be asked if these topics are covered in your curriculum.

Learner Outcomes
As a result of completing the training program, learners are able to:
Respond appropriately to a medical emergency until other healthcare members are able to be present (because they hold a current <b>CPR</b> or <b>BLS</b> certificate)
Correctly apply the <b>HIPAA</b> privacy and security rules to their doula services and interactions with clients in order to protect their clients' privacy and secure their personal health information
Follow evidence-based <b>trauma-informed care practices</b> in supporting their clients and recognize the signs and symptoms of trauma and the impacts of trauma during pregnancy
Be aware of their own <b>implicit biases</b> , recognize the importance of <b>cultural humility</b> , and be willing to challenge their own <b>pre-conceived cultural assumptions</b>
Recall and describe <b>anatomy and physiology</b> of the organs and functions of the female reproductive system in pregnancy, birth, and postpartum so that they have a working knowledge of fetal development and positioning, the stages of labor and delivery, pain relief methods, and postpartum care

## Self-Evaluation Scoring Table

<i>1. Prenatal</i>	<i>2. Labor/Delivery</i>	<i>3. Postpartum</i>	<i>4. Newborn/Infant Care</i>	<i>5. Professional Conduct</i>	<i>6. Practical Experience</i>
1a ____	2a ____	3a ____	4a ____	5a ____	6a ____
1b ____	2b ____	3b ____	4b ____	5b ____	6b ____
1c ____	2c ____	3c ____	4c ____	5c ____	6c ____
1d ____	2d ____	3d ____	4d ____	5d ____	
1e ____	2e ____	3e ____	4e ____		
1f ____	2f ____				
Section 1 Total ____ (Out of possible 12)	Section 2 Total ____ (Out of possible 12)	Section 3 Total ____ (Out of possible 10)	Section 4 Total ____ (Out of possible 10)	Section 5 Total ____ (Out of possible 8)	Section 6 Total ____ (Out of possible 12)

Total for Sections 1 – 6 \_\_\_\_\_

## Results

**Total points:** Click or tap here to enter text. **/64**

Approval = 51 points and above

Approval with recommendations = 44 - 50 points

Not Approved = below 44 points