

# Assessment Packet for Assessment and Approval of Doula Trainings for NJ FamilyCare Community Doula Enrollment

The Maternal and Infant Health Innovation Authority (NJMIHIA), the NJ Department of Human Services (NJ DHS) and NJ Department of Health (NJDOH) invite all Doula Training Organizations interested in having their training listed as an Approved Training for NJ FamilyCare doula enrollment to share information through this formal Assessment and Approval process.

**Important!** Only Doula Training Organizations should complete the Assessment packet. Individual doulas should not complete a packet on behalf of their Organization they trained with.

In this document, “training” refers to comprehensive doula education overseen by the doula organization which includes both classroom and practical elements (see *Rubric* for definitions).

This Assessment Packet should include complete versions of the following:

- ☐ *Acknowledgement by Doula Training Organization Submitting an Assessment Packet for their Training*
- ☐ *Rubric for Assessment of Doula Trainings for NJ FamilyCare Community Doula Enrollment*
- ☐ Associated documentation provided in an Appendix:
  - **Syllabus** – high-level description of the classroom component of your training that includes an outline of the course expectations, list of covered topics, and description of any independent learning assignments
  - **Single-page documentation** – blank template of documentation that your organization uses to demonstrate completion of all elements—classroom and practical of the training (see *Rubric* for definitions).

The complete digital Assessment package should be in the form of a single PDF and emailed to [doula@njmihia.gov](mailto:doula@njmihia.gov)

**Are you a Doula Training Organization looking for technical assistance with completion of this Assessment Packet or questions?** Email MIHIA at [doula@njmihia.gov](mailto:doula@njmihia.gov) . Support is available in English and Spanish. MIHIA works with NJDOH to coordinate all doula training initiatives and provide this technical assistance.

## Acknowledgement by Doula Training Organization Submitting an Assessment Packet for their Training

<b>Name of Doula Training Organization</b>	<b>New Jersey Maternal and Infant Health Innovation Authority</b>
<b>Address</b> (Street address, City, State)	<b>225 East State Street, 2nd Floor West Trenton, NJ 08625</b>
<b>Name of Doula Training for Assessment</b>	<b>NJMIHIA Community Based Doula Training</b>
<b>Point of Contact for Doula Training</b> (Name, Title, Phone, Email)	<b>Pamela Taylor, Senior Advisor,</b> [REDACTED] <b>Cindy Cortez, Administrative Assistant,</b> [REDACTED]

If our training (named above) is approved and listed in the *Approved Trainings for Enrollment as a NJ FamilyCare Community Doula* PDF document,

1. We agree to maintain and update the “Point of Contact for Doula Training” to support in the enrollment of our doula trainees as NJ FamilyCare community doulas.
  - This Point of Contact will be able to validate documentation NJ FamilyCare receives from doula applicants from your organization.
  - Changes to the contact will be emailed to [doula@njmihia.gov](mailto:doula@njmihia.gov) with the Subject line: “[Organization]: Changes to NJ FamilyCare Approved Trainings Point of Contact”.
2. We agree to share any updates to our single-page documentation for the approved training, in advance of when the documentation is used for doula trainees.
  - Changes to the documentation will be emailed to [doula@njmihia.gov](mailto:doula@njmihia.gov) with the Subject line: “[Organization]: Changes to NJ FamilyCare Approved Training documentation”.
3. We agree to be responsive of NJMIHIA/NJDHS/NJDOH inquiries.
4. We acknowledge that our approved training will not automatically transfer to the next *Approved Trainings* PDF document.
  - To remain on the *Approved Trainings* PDF, we acknowledge that the need for re-submission of a complete Assessment Packet every three years, and an annual Attestation Form for the intervening years.
  - We will inform [doula@njmihia.gov](mailto:doula@njmihia.gov) whenever there are significant changes to Training requirements.


**This Acknowledgement is completed and signed by a Doula Program Administrator (a staff member responsible for the training associated with this Assessment Packet).**

Signature: **Pamela Taylor**

Date: **7/14/2025**

Name: **Pamela Taylor**

Title: **Senior Advisor**

Phone: 

Email: 

# Rubric for Assessment of Doula Trainings for NJ FamilyCare Community Doula Enrollment

**Use:** This *Rubric* is intended to assess a Doula Training Organization's training. This *Rubric* will first be completed by Doula Training Organizations to share information about their training and submitted as part of the Assessment Packet. Individual doulas should not complete a packet on behalf of the Organization they trained with but may encourage their Doula Training Organization to apply directly.

**Key definitions:** Organizations – even among Doula Training Organizations – often use doula training-related terminology differently. To make sure that this process is transparent, consistent, and efficient for Doula Training Organizations, we provide a few key definitions below:

- **“Training”** – In this document, “training” is used to refer to a comprehensive doula education overseen by the doula organization that includes both classroom and practical elements.
  - *In order to be approved for the purposes of NJ FamilyCare enrollment, a Training must include both classroom and practical training requirements. Detailed requirements are described in this rubric.*
- **“Birth experience”** – In this document, “birth experience” is used to refer to a practical requirement of the training meeting this definition: The doula trainee must provide in-person birth support in a birthing facility. The doula trainee must actively participate, applying emotional support techniques, and (when there is client consent) hands-on physical support techniques learned in a classroom setting. A mentor does not need to be present, but it is recommended as best practice. When a mentor is present, a mentor may provide guidance as appropriate, but the doula trainee remains an active participant.
  - *In order to be approved for the purposes of NJ FamilyCare enrollment, a Training must require at least 3 birth experiences.*
- **“Single-page documentation”** – In this document, we use the phrase “single-page documentation” to refer to a document given by the Doula Training Organization to a doula trainee to demonstrate their completion of classroom and practical elements of doula training. We ask for a single-page document (instead of a set of documents) to streamline later enrollment of doulas who have received an approved training. In some cases, this document is used for a “certified doula” with the Doula Training Organization. We used this phrase to avoid confusion with different uses of “certification”.

It is recommended that this documentation include:

- a) Logo of the Doula Training Organization
- b) Descriptions of the training elements that the named trainee has completed
- c) Completion date
- d) Expiration date
- e) Accountable staff member at Doula Training Organization to verify documentation

➡ *In order to be approved for the purposes of NJ FamilyCare enrollment, a Training must be able to give trainees single-page documentation of both classroom and practical training requirements.*

# Training Competency Domains and Sub Domains

## Instructions for Training Organization

This *Rubric* is organized into 4 Parts:

1. Part 1: Doula Training – Overall features
2. Part 2: Doula Training – Training Competency Domains and Sub-Domains.
  - Part 2 is further divided 6 Domains: Pregnancy, Labor and Delivery, Postpartum, Mental Health, Communication, and Business
3. Part 3: Doula Training – Practical Experience
4. Part 4: Assessment of Doula Training

Parts 1-3 have two sub-sections: *For Training Organizations* and *For Assessment: Expectations*.

- *For Assessment: Expectations* describe the standards by which Trainings will be assessed for approval. There is nothing required for the Doula Training Organization to fill out in this sub-section as this is provided for your information.
- **Training Organizations must fill out each table under *For Training Organizations*.** Tables included in this *Rubric* should be completed in their entirety. No entry can be left blank. Doula Training Organizations must provide answers associated with the minimum requirements for a doula trainee to earn the single-page documentation associated with completing both classroom and practical elements of the Training being assessed.

Part 4 will be completed by the Assessor to document the assessment of the Training (named above) based on the *Expectations* described. The Doula Training Organization should not fill out this Part.

- The Assessor is the NJ Department of Human Services (NJ DHS) and NJ Department of Health (NJ DOH). The Maternal and Infant Health Innovation Authority (NJMIHIA) is supporting the completion and compilation of Assessment Packets from Doula Training Organizations, and preparing for assessment by NJDHS and NJDOH at regular intervals.
- The results of that review will be documented in Part 4 and shared with the Point of Contact listed in the Assessment Packet for the Doula Training Organization. Doula Training Organizations that have submitted a complete Assessment Packet should expect to receive a determination within 3 months if a completed Packet was submitted.

# Part 1. Doula Training - Documentation and General Features

## 1. Documentation

### For Assessment: Expectations for Documentation

*For your information only*

Training – Documentation	Expectation
For the Training, our Doula Training Organization provides a single-page documentation to trainees who have completed both classroom and practical elements.	Organizations must offer a single-page documentation to demonstrate completion of classroom and practical elements of the Training.  The blank template for this documentation must be provided as part of the Assessment Packet.
Is single-page documentation the same as your Organization's doula certification process?	Assessor will not require doula certification, but this answer is needed to provide context for the single-page documentation associated with the Training.
Does the single-page documentation have an expiration date?	Organizations must disclose whether documentation is intended to be valid for a limited time period.

## By Training Organization: Documentation

*Organization must complete in its entirety*

Training – Documentation	Answer	Notes
<i>Reminder to Doula Organizations: Your answers in this table must reflect the minimum requirements for a trainee to earn the single-page documentation associated with the completion of both classroom and practical elements of this training.</i>		
For the Training, our Doula Training Organization provides a single-page documentation <sup>1</sup> to trainees who have completed both classroom and practical elements. <i>Choose one.</i>	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> No (if selected, STOP)	Disclose all minimum requirements to earn the single-page documentation here or as an attachment in the Appendix.
Is single-page documentation the same as your Organization's doula certification process? <i>Choose one.</i>	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes <input type="checkbox"/> Organization does not certify doulas	If you answered "yes", share the name of doula certification (e.g., Certified Doula):
Does the single-page documentation have an expiration date? <i>Choose one.</i>	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> No	If you answered "yes", share how often documentation is intended to be renewed: <b>5 year cycle</b>

<sup>1</sup> Template for single-page documentation should be included with the Assessment Packet. It is recommended that this documentation include the logo of training organization; Descriptions of the training elements that the named trainee has completed; Completion date; Expiration date; Accountable staff member at training organization to verify the documentation



## 2. General Features

### For Assessment: Expectations for General features

*For your information only*

Training – general description	Expectation
What are the minimum hours of total classroom learning required for the training?	Organizations must disclose the Training's total classroom learning hour requirements.
How is classroom learning delivered?	Organizations may use in-person, hybrid, and/or online only formats to provide the Training's classroom learning requirements.
How do classroom instructors interact with trainees?	The Training must cover at least some sub-domains of the classroom learning in a live/real-time format to support peer-to-peer engagement and active discussion.
Are there any minimum requirements for someone to be a classroom instructor for your training?	Organizations must disclose the Training's Instructor qualifications.
Does your training offer the trainee 1-on-1 interaction with a doula mentor at any point of training completion?	Organizations must disclose any mentoring experiences associated with the Training.
Does the Training require supplemental courses that are taught independently from the classroom learning described above and in Part 2?	Organizations must disclose any additional courses requirements for the Training.

## By Training Organization: General features

Organization must complete in its entirety

Training – general description	Answer	Notes
What are the minimum hours of total classroom learning required for the Training? <sup>2</sup> <i>Choose one.</i>	Share the exact number of minimum hours here: <u>60 hrs.</u>	Organization must share a Syllabus <sup>3</sup> .
How must the classroom learning for the Training be delivered? <sup>2</sup> <i>Check one.</i>	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid (mix of in-person and online)	
How must classroom instructors interact with trainees for the Training? <sup>2</sup> <i>Choose one.</i>	<input checked="" type="checkbox"/> Live (real-time) only <input type="checkbox"/> Hybrid (mix of live and pre-recorded) <input type="checkbox"/> Pre-recorded (self-directed) only (if selected, STOP)	
Are there any minimum requirements for someone to be a classroom instructor for the Training? <i>Choose one.</i>	<input type="checkbox"/> There are no specific requirements <input checked="" type="checkbox"/> Yes, there are requirements	If you answered "yes", describe what the minimum requirements (e.g., years of experience, doula, and/or licensed provider) are here: <ul style="list-style-type: none"> <li>Bachelor's in public health, social work, or related field preferred; or equivalent professional experienced working and training as a doula</li> <li>Minimum 5 years of experience working as a doula or adequate birth support experience</li> <li>Experience leading and facilitating community classes and workshops as well as teaching adult learners</li> <li>Completion of 50 births attended as the primary Doula providing support to clients. At least one birth should be within five years of applying for this position.</li> </ul>
Does the Training offer the trainee 1-on-1 interaction with a doula mentor at any point of training completion? <i>Choose one.</i>	<input type="checkbox"/> None <input checked="" type="checkbox"/> Yes, optional based on trainee request <input type="checkbox"/> Yes, it's required	If you answered "yes", describe what the minimum requirements to be a "doula mentor" here: <ul style="list-style-type: none"> <li>Minimum 5 years of experience working as a doula or adequate birth support experience</li> <li>Completion of 50 births attended as the primary Doula providing support to clients. At least one birth should be within five years of applying for this position.</li> </ul>
Does the Training require supplemental courses that are taught independently from the classroom learning described above and in Part 2? <i>Choose one.</i>	<input checked="" type="checkbox"/> None <input type="checkbox"/> Yes	If you answered "yes", describe what courses are required and share any minimum instruction hours for these courses (if none, write "0") <ul style="list-style-type: none"> <li><input type="checkbox"/> Childbirth education: Minimum hours ____</li> <li><input type="checkbox"/> Lactation education: Minimum hours ____</li> <li><input type="checkbox"/> Other _____: Minimum hours ____</li> </ul>

<sup>2</sup> In Part 1, Doula Organizations should answer these questions for the entire training. In Part 2, Doula Organizations will be asked to answer these questions in terms of how they apply to coverage of the specific sub-domain.

<sup>3</sup> The Syllabus is a high-level description of the classroom component of your training that includes an outline of the course expectations, a list of covered topics, and descriptions of any independent learning assignments

## Part 2. Doula Training - Competency Domains and Sub-Domains

### 1. Domain: Pregnancy

#### For Assessment: Expectations for Pregnancy Competency

*For your information only*

Pregnancy Competency	Expectation
Sub-Domains	The Training must cover all 5 Sub-Domains in the Pregnancy Domain.
Classroom Hours	Organizations must disclose the Training's approximate classroom learning hours for each Pregnancy Sub-Domain. Assessors will not expect that Sub-Domain-specific hours add up to total-Training-total hours due to curriculum overlap.
Classroom delivery, format, and instruction	Organizations must disclose how classroom coverage of Pregnancy Sub-Domains is delivered. Assessors will require live instruction in at least one Sub-Domain in Part 2 but will not specifically expect live instruction in a Pregnancy Sub-Domain.
Independent Learning	Organizations must disclose the Training's minimum requirements beyond the Training's classroom learning hours. This includes readings, written assignments, tests, or additional classes.

# By Training Organization: Description of Pregnancy Competency

Organization must complete in its entirety

Name of Training for Assessment: _____				
Reminder to Doula Organizations: Your answers in this table must reflect the minimum requirements for a trainee to earn the single-page documentation associated with completion of both classroom and practical elements of this training.				
Sub-Domain	Classroom - Hours  Minimum required hours of coverage of sub-domain <i>Choose one.</i>	Classroom - Format  How do instructors interact with trainees during coverage of this sub-domain? <i>Choose all that apply.</i>	Classroom - Instructor  Are there minimum requirements for who provides instruction of this sub-domain? <i>Choose all that apply.</i>	Independent Learning  Are there any other requirements to cover this sub-domain aside from classroom learning? <i>Choose one.</i>  We do not need to know the anticipated hours to complete independent learning hours.
Prenatal role of the doula	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input checked="" type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)  Transfer of Learning activity: Applying Doula Support in the Prenatal Period
Stages of pregnancy	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Reproductive health education, including anatomy and physiology	<input type="checkbox"/> Less than 1 hour <input checked="" type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Healthy behaviors during pregnancy	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Role of a doula in special cases – eg, multiples, high-	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in

risk pregnancies	selected, STOP)		<input type="checkbox"/> No specific required instructor-type	Part I)
<b>Notes:</b>				

## 2. Domain: Labor and Delivery

For Assessment: Expectations for L&D Competency

*For your information only*

L&D Competency	Expectation
Sub-Domains	The Training covers all 5 Sub-Domains in the L&D Domain.
Classroom Hours	Organizations must disclose the Training's approximate classroom learning hours for each L&D Sub-Domain. Assessors will not expect that Sub-Domain-specific hours add up to total-Training-total hours due to curriculum overlap.
Classroom delivery, format, and instruction	Organizations must disclose how classroom coverage of L&D Sub-Domains is delivered. Assessors will require live instruction in at least one Sub-Domain in Part 2 but will not specifically expect live instruction in a L&D Sub-Domain.
Independent Learning	Organizations must disclose the Training's minimum requirements beyond the Training's classroom learning hours. This includes readings, written assignments, tests, or additional classes.

## By Training Organization: Description of L&D Competency

Organization must complete in its entirety

Reminder to Doula Organizations: Your answers in this table must reflect the minimum requirements for a trainee to earn the single-page documentation associated with completion of both classroom and practical elements of this training.					
Sub-Domain	Classroom - Hours	Classroom - Delivery	Classroom - Format	Classroom - Instructor	Independent Learning
	Minimum required hours of coverage of sub-domain <i>Choose one.</i>	How is coverage of this sub-domain delivered? <i>Choose all that apply.</i>	How do instructors interact with trainees during coverage of this sub-domain? <i>Choose all that apply.</i>	Are there minimum requirements for who provides instruction of this sub-domain? <i>Choose all that apply.</i>	Are there any other requirements to cover this sub-domain aside from classroom learning? <i>Choose one.</i>  We do not need to know the anticipated hours to complete independent learning hours.
Role of the doula during labor and delivery	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input checked="" type="checkbox"/> <b>More than 10 hours</b> <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>In-person only</b> <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid (mix of in-person and online)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input type="checkbox"/> No <input checked="" type="checkbox"/> <b>Yes</b> (If selected, please describe requirements in Notes. Additional classes should be described in Part I)  <b>Transfer of Learning Activity: Reclaiming Confidence: A Doula's Guide to Navigating Imposter Syndrome</b>
Signs and stages of labor	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> <b>3-10 hours</b> <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>In-person only</b> <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid (mix of in-person and online)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Birth types (vaginal, cesarean, Vaginal Birth after Cesarean / Trial of Labor After Cesarean)	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> <b>3-10 hours</b> <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>In-person only</b> <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid (mix of in-person and online)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)

Comfort measures (non-medical pain management techniques—eg, physical, emotional)	<input type="checkbox"/> Less than 1 hour <input checked="" type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid (mix of in-person and online)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Role of the doula during emergency L&D situations	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid (mix of in-person and online)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)  Transfer of Learning Activity: Postpartum Hemorrhage
Notes:					



### 3. Domain: Postpartum Care

#### For Assessment: Expectations for Postpartum Competency

*For your information only*

Postpartum Competency	Expectation
Sub-Domains	The Training covers all 4 Sub-Domains in the Postpartum Domain.
Classroom Hours	Organizations must disclose the Training's approximate classroom learning hours for each Postpartum Sub-Domain. Assessors will not expect that Sub-Domain-specific hours add up to total-Training-total hours due to curriculum overlap.
Classroom delivery, format, and instruction	Organizations must disclose how classroom coverage of Postpartum Sub-Domains is delivered. Assessors will require live instruction in at least one Sub-Domain in Part 2 but will not specifically expect live instruction in a Postpartum Sub-Domain.
Independent Learning	Organizations must disclose the Training's minimum requirements beyond the Training's classroom learning hours. This includes readings, written assignments, tests, or additional classes.

## By Training Organization: Description of Postpartum Competency

Organization must complete in its entirety

Reminder to Doula Organizations: Your answers in this table must reflect the minimum requirements for a trainee to earn the single-page documentation associated with completion of both classroom and practical elements of this training.				
Sub-Domain	Classroom - Hours  Minimum required hours of coverage of sub-domain <i>Choose one.</i>	Classroom - Format  How do instructors interact with trainees during coverage of this sub-domain? <i>Choose all that apply.</i>	Classroom - Instructor  Are there minimum requirements for who provides instruction of this sub-domain? <i>Choose all that apply.</i>	Independent Learning  Are there any other requirements to cover this sub-domain aside from classroom learning? <i>Choose one.</i>  We do not need to know the anticipated hours to complete independent learning hours.
Postpartum role of the doula	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input checked="" type="checkbox"/> <b>More than 10 hours</b> <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input type="checkbox"/> No <input checked="" type="checkbox"/> <b>Yes</b> (If selected, please describe requirements in Notes. Additional classes should be described in Part I)  <b>Transfer of Learning Activity: World Health Organization Postnatal Care Model</b>
Postpartum recovery	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> <b>3-10 hours</b> <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Newborn care	<input type="checkbox"/> Less than 1 hour <input checked="" type="checkbox"/> <b>1-2 hours</b> <input type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Breastfeeding, lactation, and infant feeding	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> <b>3-10 hours</b> <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
<b>Notes:</b>				

## 4. Domain: Mental Health

### For Assessment: Expectations for Mental Health Competency

*For your information only*

<b>Mental Health Competency</b>	<b>Expectation</b>
Sub-Domains	The Training covers all 3 Sub-Domains in the Mental Health Domain.
Classroom Hours	Organizations must disclose the Training's approximate classroom learning hours for each Mental Health Sub-Domain. Assessors will not expect that Sub-Domain-specific hours add up to total-Training-total hours due to curriculum overlap.
Classroom delivery, format, and instruction	Organizations must disclose how classroom coverage of Mental Health Sub-Domains is delivered. Assessors will require live instruction in at least one Sub-Domain in Part 2 but will not specifically expect live instruction in a Mental Health Sub-Domain.
Independent Learning	Organizations must disclose the Training's minimum requirements beyond the Training's classroom learning hours. This includes readings, written assignments, tests, or additional classes.

## By Training Organization: Description of Mental Health Competency

*Organization must complete in its entirety*

<i>Reminder to Doula Organizations: Your answers in this table must reflect the minimum requirements for a trainee to earn the single-page documentation associated with completion of both classroom and practical elements of this training.</i>				
Sub-Domain	Classroom - Hours  Minimum required hours of coverage of sub-domain <i>Choose one.</i>	Classroom - Format  How do instructors interact with trainees during coverage of this sub-domain? <i>Choose all that apply.</i>	Classroom - Instructor  Are there minimum requirements for who provides instruction of this sub-domain? <i>Choose all that apply.</i>	Independent Learning  Are there any other requirements to cover this sub-domain aside from classroom learning? <i>Choose one.</i>  We do not need to know the anticipated hours to complete independent learning hours.
Mental health during pregnancy	<input type="checkbox"/> Less than 1 hour <input checked="" type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Mental health in the postpartum period	<input type="checkbox"/> Less than 1 hour <input checked="" type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Trauma-informed care	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Notes:				

## 5. Domain: Communication

### For Assessment: Expectations for Communication Competency

*For your information only*

Communication Competency	Expectation
Sub-Domains	The Training covers all 3 Sub-Domains in Communication Domain.
Classroom Hours	Organizations must disclose the Training's approximate classroom learning hours for each Communication Sub-Domain. Assessors will not expect that Sub-Domain-specific hours add up to total-Training-total hours due to curriculum overlap.
Classroom delivery, format, and instruction	Organizations must disclose how classroom coverage of Communication Sub-Domains is delivered. Assessors will require live instruction in at least one Sub-Domain in Part 2 but will not specifically expect live instruction in a Communication Sub-Domain.
Independent Learning	Organizations must disclose the Training's minimum requirements beyond the Training's classroom learning hours. This includes readings, written assignments, tests, or additional classes.

## By Training Organization: Description of Communication Competency

Organization must complete in its entirety

Reminder to Doula Organizations: Your answers in this table must reflect the minimum requirements for a trainee to earn the single-page documentation associated with completion of both classroom and practical elements of this training.				
Sub-Domain/ Description	Classroom - Hours  Minimum required hours of coverage of sub-domain <i>Choose one.</i>	Classroom - Format  How do instructors interact with trainees during coverage of this sub-domain? <i>Choose all that apply.</i>	Classroom - Instructor  Are there minimum requirements for who provides instruction of this sub-domain? <i>Choose all that apply.</i>	Independent Learning  Are there any other requirements to cover this sub-domain aside from classroom learning? <i>Choose one.</i>  We do not need to know the anticipated hours to complete independent learning hours.
Building and maintaining trust with clients	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input checked="" type="checkbox"/> <b>More than 10 hours</b> <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Working with healthcare professionals	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> <b>3-10 hours</b> <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
How to work with different client populations and other healthcare professionals	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input checked="" type="checkbox"/> <b>More than 10 hours</b> <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> <b>Live instruction</b> <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> <b>Doula</b> <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input type="checkbox"/> No <input checked="" type="checkbox"/> <b>Yes</b> (If selected, please describe requirements in Notes. Additional classes should be described in Part I) <ul style="list-style-type: none"> <li>• <b>Transfer of Learning Activity: Supporting Camilla's Birth Journey</b></li> <li>• <b>Transfer of Learning: Kailyn's Experience</b></li> </ul>
<b>Notes:</b>				

## 6. Domain: Business Practice

### For Assessment: Expectations for Business Competency

*For your information only*

<b>Business Competency</b>	<b>Expectation</b>
Sub-Domains	The Training covers all 2 Sub-Domains in Business Competency Domain.
Classroom Hours	Organizations must disclose the Training's approximate classroom learning hours for each Business Competency Sub-Domain. Assessors will not expect that Sub-Domain-specific hours add up to total-Training-total hours due to curriculum overlap.
Classroom delivery, format, and instruction	Organizations must disclose how classroom coverage of Business Competency Sub-Domains are delivered. Assessors will require live instruction in at least one Sub-Domain in Part 2 but will not specifically expect live instruction in a Business Competency Sub-Domain.
Independent Learning	Organizations must disclose the Training's minimum requirements beyond the Training's classroom learning hours. This includes readings, written assignments, tests, or additional classes.

## By Training Organization: Description of Business Competency

Organization must complete in its entirety

Sub-Domain/ Description	Classroom - Hours	Classroom - Format	Classroom - Instructor	Independent Learning
	Minimum required hours of coverage of sub-domain <i>Choose one.</i>	How do instructors interact with trainees during coverage of this sub-domain? <i>Choose all that apply.</i>	Are there minimum requirements for who provides instruction of this sub-domain? <i>Choose all that apply.</i>	Are there any other requirements to cover this sub-domain aside from classroom learning? <i>Choose one.</i>  We do not need to know the anticipated hours to complete independent learning hours.
Finding clients: marketing, recruiting	<input checked="" type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Establishing clients: client-doula agreements, recordkeeping, privacy, liability	<input type="checkbox"/> Less than 1 hour <input type="checkbox"/> 1-2 hours <input checked="" type="checkbox"/> 3-10 hours <input type="checkbox"/> More than 10 hours <input type="checkbox"/> Not included (if selected, STOP)	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type: _____ <input type="checkbox"/> No specific required instructor-type	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If selected, please describe requirements in Notes. Additional classes should be described in Part I)
Notes:				



## Part 3. Doula Training - Practical Experience

For Assessment: Expectations for Experience Competency

*For your information only*

Experience Competency	Expectation
Quantity and Type	<p>The Training must require a minimum of 3 birth experiences and the Organization must disclose its definition of birth experience and any associated requirements.</p> <p>Organizations must disclose any specific requirements separate from birth experiences—such as visit observations or birth observations—associated with the Training.</p>
Presence of doula mentor	<p>Organizations must disclose whether a doula mentor must participate in practical experience elements. A mentor does not need to be present, but it is recommended as best practice. When a mentor is present, a mentor may provide guidance as appropriate, but the doula trainee remains an active participant.</p>

## By Training Organization: Description of Experience Competency

Organization must complete in its entirety

Sub-Domain/ Description	Quantity and Type  Minimum required of each sub-domain. Choose all that apply.	Is a doula mentor required to be present?  Choose one.	Notes
Birth Experience <sup>4</sup>	<input type="checkbox"/> None (if selected, STOP) <input type="checkbox"/> Vaginal QTY: ____ <input type="checkbox"/> C-section QTY: ____ <input checked="" type="checkbox"/> No specific type required QTY: <u>3</u>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<p>Organization must share its definition for birth experience for their Training.</p> <p>The doula trainee is required to offer in-person birth support at a birthing facility. During this experience, the trainee should actively engage by using emotional support strategies and, with client consent, hands-on physical support techniques learned during training. NJMIHIA trainees may attend births without a doula mentor if one is unavailable. While having a mentor present is encouraged as a best practice, it is not required. When a mentor is present, they may provide guidance as appropriate, but the trainee should remain an active participant throughout the birth support process.</p>
Visit Experience	<input checked="" type="checkbox"/> Prenatal doula visit QTY: <u>1</u> <input checked="" type="checkbox"/> Postpartum doula visit QTY: <u>1</u> <input type="checkbox"/> Prenatal clinical visit QTY: ____ <input type="checkbox"/> Postpartum clinical visit QTY: ____ <input type="checkbox"/> Pediatric clinical visit QTY: ____	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<p>If needed, provide more details on minimum requirements.</p>

<sup>4</sup> "Birth experience" must meet the following definition: The doula trainee must provide in-person birth support in a birthing facility. The doula trainee must actively participate, applying emotional support techniques, and (when there is client consent) hands-on physical support techniques learned in a classroom setting. A mentor need not be present, but is recommended as best practice. When a mentor is present, a mentor may provide guidance as appropriate, but the doula trainee remains an active participant.



**NJMIHIA**  
New Jersey Maternal  
and Infant Health  
Innovation Authority

# COMMUNITY BASED DOULA CERTIFICATE OF COMPLETION

Awarded to:  
**FULL NAME**  
[Trainee Number]

This certificate is presented in acknowledgment of the successful completion of the NJMIHIA Community Based Doula Training Program. This certificate affirms that the recipient has fulfilled all required training and has demonstrated the practical knowledge and competencies necessary for professional practice. The trained individual is equipped to provide comprehensive doula services.

This individual has successfully completed all the training requirements set forth by NJMIHIA—which includes 60 seat hours and 3 practical birth experiences.

This certificate is valid for a period of 5 years.

Awarded this [x] day of [Month], 2025 authorized by the New Jersey Maternal and Infant Health Innovation Authority.

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Facilitator Signature

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Facilitator Print Name

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Program Coordinator Signature

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Program Coordinator Print Name

For assistance contact [doula@njmihia.gov](mailto:doula@njmihia.gov)

# NJMIHIA M1: Foundations of Community Based Doula Practice

By the end of this module, participants will be able to:

1. Describe the role of Community Based Doulas to nurture, inform, advocate, and connect within the broader maternal health landscape, including their historical significance and impact on birth outcomes.
2. Analyze the social, structural, and systemic factors that shape health disparities and influence perinatal care in diverse communities.
3. Apply the principles of reproductive and birth justice to advocate for equitable, culturally responsive, and person-centered care.
4. Identify key elements of the perinatal healthcare system and the ways in which doulas can support birthing people in navigating available resources.
5. Demonstrate an understanding of trauma-informed care, professional resiliency, and cultural humility as core tenets of doula practice.

## Day 1: The Doula Role in Community Health

By the end of this day, participants will be able to:

1. Define Community Based Doulas and understand their history, scope of practice, and role to nurture, inform, advocate, and connect.
2. Articulate what health means in a community context, including individual, social, and structural determinants of health.
3. Articulate the role of reproductive and birth justice in advocating for equitable and culturally responsive care for all birthing individuals and families.
4. Navigate the perinatal healthcare system in the context of the structural and social factors impacting health.
5. Identify practical steps to help clients choose a birthing location and provider that align with their medical needs and personal values.

■ Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Trainer Introduction</li><li>Training Purpose</li><li>NJMIHIA Overview</li><li>Course Agenda Overview</li><li>Logistical Expectations</li><li>M1 Agenda</li><li>M1 Day 1 Learning Objectives</li></ul>	
9:10 AM 35m	Building Psychological Safety	<ul style="list-style-type: none"><li>Exploring Our Purpose<ul style="list-style-type: none"><li>What is a Doula?</li><li>Participant Introductions</li></ul></li><li>Working Agreement<ul style="list-style-type: none"><li>Note on Gender-Inclusive Language</li></ul></li></ul>	Video: 2:21 min (Culturally Diverse Doulas)
Section 2: Community Based Doulas			
9:45 AM 10m	History of Birth Work in the United States	<ul style="list-style-type: none"><li>Evidence for Doulas</li></ul>	Video: 1 min (Doula vs. Midwife)  2 Voices

TIME		ADDITIONAL INFO	
9:55 AM 20m	<b>The Role of a Doula</b>	<ul style="list-style-type: none"> <li>• Doula Specialties</li> <li>• Doula Scope of Practice</li> <li>• The Four Supports of a Doula (Nurture, Inform, Advocate, Connect)</li> <li>• Defining Doulas as Advocates</li> <li>• Code of Ethics</li> </ul>	Video: 4 min (Birth Doula)
10:15 AM 7m	<b>Adding in "Community Based"</b>		
10:22 AM 3m	<b>Evidence for Doulas</b>		
10:25 AM 15m	<b>Break</b>		
<b>Section 3: Health in a Community Context</b>			
10:40 AM 25m	<b>Defining Health</b>	<ul style="list-style-type: none"> <li>• Health Definition</li> <li>• Case Scenarios Activity</li> </ul>	
11:05 AM 10m	<b>Health Equity and Inequity</b>	<ul style="list-style-type: none"> <li>• Defining Health Equity</li> <li>• Defining Health Inequity</li> </ul>	
11:15 AM 1h 00m	<b>Health Inequity and Birth</b>	<ul style="list-style-type: none"> <li>• Statistics Gallery Walk Activity <ul style="list-style-type: none"> <li>◦ Parent Death Inequities in NJ and the US</li> <li>◦ Infant Death Inequities in NJ and the US</li> <li>◦ Parent and Infant Health Inequities</li> <li>◦ Healthcare Inequities</li> </ul> </li> <li>• Discussion</li> </ul>	
12:15 PM 1h 00m	<b>Lunch</b>		
1:15 PM 40m	<b>Reproductive and Birth Justice</b>	<ul style="list-style-type: none"> <li>• Reproductive Justice</li> <li>• Birth Justice</li> <li>• Key Principles for Doulas in Reproductive and Birth Justice</li> <li>• Transfer of Learning: Supporting Camilla's Birth Journey</li> </ul>	Rep Justice <ul style="list-style-type: none"> <li>• Video: 6 min (RJ History)</li> </ul> Birth Justice <ul style="list-style-type: none"> <li>• Video: 1 min (How Doulas Advance Birth Justice)</li> </ul>
1:55 PM 40m	<b>The Roots of Health: Individual, Social, and Structural Determinants</b>	<ul style="list-style-type: none"> <li>• Individual Determinants of Health</li> <li>• Social Determinants of Health</li> <li>• Structural Determinants of Health</li> </ul>	
2:35 PM 15m	<b>Break</b>		

TIME		ADDITIONAL INFO	
		Section 4: Navigating the Healthcare System	
2:50 PM 45m	The Perinatal Healthcare System	<ul style="list-style-type: none"><li>Healthcare vs. Healthcare System</li><li>Respectful Perinatal Care<ul style="list-style-type: none"><li>Black Birthing Bill of Rights with Case Study</li><li>Power Dynamics that Get in the Way of Respectful Perinatal Care</li></ul></li></ul>	
3:35 PM 40m	Exploring Birth Options	<ul style="list-style-type: none"><li>Insurance and Coverage</li><li>Birthing Locations and Providers<ul style="list-style-type: none"><li>Finding the Right Birth Setting<ul style="list-style-type: none"><li>Hospital<ul style="list-style-type: none"><li>New Jersey Healthcare Systems</li><li>Hospital Birth Data and Grades</li></ul></li><li>Birth Centers</li><li>Home Births</li></ul></li><li>Finding the Right Provider<ul style="list-style-type: none"><li>OB/GYN</li><li>Family Doctor/Physician</li><li>Midwife</li><li>Pediatrician</li><li>Other Supportive Professionals</li></ul></li></ul></li></ul>	<p>Finding the Right Birth Setting</p> <ul style="list-style-type: none"><li>Video: 6:30 min (Good Maternity Care)</li></ul>
4:15 PM 15m	Closing		
4:30 PM			

TOTAL LENGTH: 7h 30m

# NJMIHIA M1: Foundations of Community Based Doula Practice - Day 2: Three Pillars of Doula Practice



By the end of this day, participants will be able to:

1. Demonstrate a foundational understanding of trauma-informed care principles throughout the perinatal period to support clients effectively.
2. Demonstrate a foundational understanding of professional resiliency in the context of doula practice, emphasizing self-care and mental well-being.
3. Demonstrate a foundational understanding of cultural humility, implicit bias, and inclusive care.

■ Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Intro to the Three Pillars of Doula Practice</li><li>Logistical Expectations</li><li>M1 Day 2 Agenda Overview</li><li>M1 Day 2 Learning Objectives</li><li>Revisit Working Agreement</li></ul>	
9:10 AM 20m	Transfer of Learning Reflection		
Section 2: Trauma-Informed Care			
9:30 AM 30m	Understanding Trauma	<ul style="list-style-type: none"><li>Types of Stress</li><li>ACEs<ul style="list-style-type: none"><li>Optional Transfer of Learning</li></ul></li></ul>	Video: 10 min (Nadine Burke Harris) - play from beginning to 9:54
10:00 AM 15m	Impacts of Trauma	<ul style="list-style-type: none"><li>Lifelong Effects of Trauma</li><li>Trauma and the Perinatal Period</li><li>Impact of Trauma on the Developing Fetus</li></ul>	
10:15 AM 35m	Brain in Survival	<ul style="list-style-type: none"><li>Scenarios Activity</li></ul>	Video: 2:30 min (Brain Hand Model)
10:50 AM 15m	Break		
11:05 AM 45m	Mitigating Trauma	<ul style="list-style-type: none"><li>PCEs</li><li>6 Principles of Trauma-Informed Care</li><li>The Four R's of Trauma<ul style="list-style-type: none"><li>Activity: The Four R's in Action</li></ul></li></ul>	Video: 1:36 min (HOPE)
Section 3: Professional Resiliency			
11:50 AM 5m	Understanding Resiliency		
11:55 AM 10m	Professional Primary and Secondary Traumatic Stress	<ul style="list-style-type: none"><li>Primary Traumatic Stress</li><li>Secondary Traumatic Stress</li></ul>	

TIME		ADDITIONAL INFO	
12:05 PM 5m	<b>Burnout</b>		
12:10 PM 1h 00m	<b>Lunch</b>		
1:10 PM 45m	<b>Doula Mental Health and Well-Being Strategies</b>	<ul style="list-style-type: none"> <li>• Surgeon General's Workplace Mental Health and Well-Being Framework               <ul style="list-style-type: none"> <li>◦ Protection from Harm</li> <li>◦ Connection and Community</li> <li>◦ Work-Life Harmony</li> <li>◦ Mattering at Work</li> <li>◦ Opportunity for Growth</li> </ul> </li> <li>• Activity: Self-Care Plan</li> </ul>	Safety Considerations Handout - discuss briefly
<b>Section 4: Cultural Humility</b>			
1:55 PM 30m	<b>Cultural Terms and Definitions</b>	<ul style="list-style-type: none"> <li>• Opening Activity: Culture &amp; Cultural Responsiveness</li> <li>• Cultural Terms and Definitions</li> <li>• Activity: Cultural Responsiveness</li> </ul>	
2:25 PM 20m	<b>Implicit Bias, Microaggressions, and Developing Self-Awareness</b>	<ul style="list-style-type: none"> <li>• Implicit Bias</li> <li>• Microaggressions               <ul style="list-style-type: none"> <li>◦ Activity: The Look</li> </ul> </li> </ul>	Video: 2 min (P&G: The Look)
2:45 PM 15m	<b>Break</b>		
3:00 PM 1h 15m	<b>Embracing Intersectionality</b>	<ul style="list-style-type: none"> <li>• What is Intersectionality?</li> <li>• Person-Centered Language               <ul style="list-style-type: none"> <li>◦ Activity: Person-Centered Language Across Marginalized Communities</li> </ul> </li> <li>• Inclusive Care Across Marginalized Communities               <ul style="list-style-type: none"> <li>◦ Activity: Case Scenario</li> <li>◦ Transfer of Learning Activity</li> </ul> </li> </ul>	Video: 1 min (Intersectionality)
4:15 PM 15m	<b>Closing</b>		
4:30 PM			

TOTAL LENGTH: 7h 30m



NJMIHIA M2: Prenatal

By the end of this module, participants will be able to:

1. Define the doula's role in the prenatal period, emphasizing the four Support Roles of a Doula: Nurture, Inform, Advocate, and Connect.
2. Describe the key physical, emotional, and developmental changes that occur throughout pregnancy, including fetal development and the anatomical and physiological adaptations of the woman/birthing person.
3. Identify essential aspects of prenatal care, including common screenings, medical interventions, and signs of emergency that require immediate attention.
4. Explore holistic approaches to prenatal health, including nutrition, movement, and reducing exposure to harmful substances, while addressing systemic barriers to care.
5. Examine the impact of mental health conditions and social determinants of health on pregnancy, recognizing risk factors such as stress, trauma, substance use, intimate partner violence, and human trafficking.
6. Develop strategies for doula self-care and professional resilience, ensuring sustainability and well-being while supporting clients through the prenatal period.

Day 1: Supporting Women and Birthing People Through Pregnancy

By the end of this day, participants will be able to:

1. Define the doula's role in the prenatal period, emphasizing the four Support Roles of a Doula: Nurture, Inform, Advocate, and Connect.
2. Describe the key anatomical features and processes of the reproductive system.
3. Describe the prenatal journey through the three trimesters including anatomy, fetal development, physical and emotional changes and symptoms, prenatal care, and signs of emergency.
4. Explain key considerations for nourishing the body before and during pregnancy.

Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Logistical Expectations</li><li>M2 Agenda Overview</li><li>M2 Day 1 Objectives</li><li>Revisit Working Agreement</li></ul>	
9:10 AM 35m	The Four Supports of a Doula During Pregnancy	<ul style="list-style-type: none"><li>Activity: The Positive Pregnancy Test</li></ul>	
Section 2: Reproductive Health			
9:45 AM 15m	Prenatal Care	<ul style="list-style-type: none"><li>Gestational Age</li><li>Prenatal Care Overview<ul style="list-style-type: none"><li>Consent in Medical Care</li></ul></li><li>Note on Oral Health</li></ul>	
10:00 AM 50m	The Reproductive System	<ul style="list-style-type: none"><li>Anatomy of the Reproductive System</li><li>Fertilization<ul style="list-style-type: none"><li>Activity: Video Debrief</li></ul></li><li>Options for Child Spacing and Sexual Health</li></ul>	Video: 6 min (Fertilization)

TIME		ADDITIONAL INFO	
10:50 AM 15m	Break		
Section 3: The Three Trimesters			
11:05 AM 10m	Overview	<ul style="list-style-type: none"><li>Video and discussion</li></ul>	Video: 4:16 (Pregnancy: A Month-By-Month Guide)
11:15 AM 15m	First Trimester (Weeks 1-13)	<ul style="list-style-type: none"><li>Fetal Development</li><li>Physical and Emotional Changes and Symptoms</li><li>Note on Miscarriage</li><li>Prenatal Care</li></ul>	
11:30 AM 1h 00m	Second Trimester (Weeks 14-27)	<ul style="list-style-type: none"><li>Fetal Development</li><li>Physical and Emotional Changes and Symptoms</li><li>Prenatal Care</li><li>Activity: Case Scenario</li></ul>	
12:30 PM 1h 00m	Lunch		
1:30 PM 1h 00m	Third Trimester (Weeks 28-40)	<ul style="list-style-type: none"><li>Fetal Development</li><li>Postterm Pregnancy</li><li>Physical and Emotional Changes and Symptoms</li><li>Activity: Continuation of Case Scenario</li><li>Prenatal Care</li></ul>	
2:30 PM 15m	Recognizing Signs of Emergency		Video: 4 min (Danger Signs in Pregnancy)
2:45 PM 15m	Break		
Section 4: Nourishment Before and During Pregnancy			
3:00 PM 30m	Weight Stigma and Pregnancy	<ul style="list-style-type: none"><li>Perinatal Weight Stigma</li><li>Eating Disorders in Pregnancy</li><li>Role of a Doula</li><li>Activity: Eating Disorders in Pregnancy Scenario</li></ul>	
3:30 PM 10m	Nutrition	<ul style="list-style-type: none"><li>Pregnancy-Safe Food</li><li>General Nutrition During Pregnancy</li><li>Food Insecurity and Pregnancy</li></ul>	
3:40 PM 10m	Medications, Supplements, and Vaccines	<ul style="list-style-type: none"><li>Pregnancy-Safe Medications<ul style="list-style-type: none"><li>Video</li></ul></li><li>Vitamins</li><li>Vaccines</li></ul>	Video: 1:25 min (Stress and Pregnancy)
3:50 PM 10m	Movement and Exercise		

TIME		ADDITIONAL INFO
4:00 PM 15m	Supporting Prenatal Clients with Nourishment	
4:15 PM 15m	Closing/Transition to Day 2	<ul style="list-style-type: none"><li>• Transfer of Learning</li></ul>
4:30 PM		

TOTAL LENGTH: 7h 30m

## NJMIHIA M2: Prenatal - Day 2: Holistic Prenatal Health

By the end of this day, participants will be able to:

1. Recognize the impact of mental health conditions such as stress, depression, anxiety, PTSD, and perinatal OCD on well-being and develop skills to support women and birthing people with mental health conditions.
2. Identify health risk factors during pregnancy, including exposure to toxic substances, substance use, intimate partner violence, and human trafficking, and understand their effects on women and birthing people and infants.
3. Articulate the doula's role in providing emotional support and connecting clients to resources that address mental health challenges and safety concerns during pregnancy.
4. Develop strategies for maintaining personal well-being while supporting clients through the prenatal period, integrating self-care practices into doula work.

■ Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Content Warning</li><li>Logistical Expectations</li><li>M2 Day 2 Agenda Overview</li><li>M2 Day 2 Objectives</li></ul>	
9:10 AM 20m	Module 2, Day 1 Reflection	<ul style="list-style-type: none"><li>Review part one of the Transfer of Learning</li></ul>	
Section 2: Prenatal Mental Health			
9:30 AM 15m	Stress	<ul style="list-style-type: none"><li>Causes of Stress During Pregnancy</li><li>Racism and Stress</li><li>How Stress Causes Pregnancy Problems</li><li>How Stress Impacts the Baby<ul style="list-style-type: none"><li>Video and Debrief</li></ul></li></ul>	Video: 2 min (Prenatal Stress Impact on Baby)
9:45 AM 50m	Depression	<p>Case Scenario</p> <ul style="list-style-type: none"><li>Symptoms of Depression</li><li>Impact of Depression</li><li>Risk Factors for Depression</li><li>Treatment for Depression</li><li>Antidepressant Safety</li><li>Activities:<ul style="list-style-type: none"><li>Supporting Clients Experiencing Stress and Depression</li><li>Case Scenario</li></ul></li></ul>	
10:35 AM 15m	Break		

TIME		ADDITIONAL INFO	
10:50 AM 35m	Anxiety	<ul style="list-style-type: none"><li>• Symptoms of Anxiety</li><li>• <a href="#">Impact of Anxiety</a></li><li>• <a href="#">Risk Factors for Anxiety</a></li><li>• <a href="#">Treatment for Anxiety</a></li><li>• <a href="#">Activity: Case Scenario</a></li></ul>	
11:25 AM 5m	Additional Mental Health Conditions	<ul style="list-style-type: none"><li>• Post-Traumatic Stress Disorder (PTSD)</li><li>• Perinatal Obsessive Compulsive Disorder (OCD)</li></ul>	
Section 3: Health Risk Factors During Pregnancy			
11:30 AM 10m	Exposure to Toxic Substances	<ul style="list-style-type: none"><li>• Lead</li><li>• Radiation</li><li>• Solvents</li></ul>	
11:40 AM 25m	Substance Use Disorders	<ul style="list-style-type: none"><li>• The Science of Addiction<ul style="list-style-type: none"><li>◦ Video and Discussion</li></ul></li><li>• Harm reduction</li><li>• Stigma<ul style="list-style-type: none"><li>◦ Activity: Non-Stigmatizing Language</li></ul></li></ul>	Video 1: 4:28 min (Science of Addiction)
12:05 PM 1h 00m	Lunch		
1:05 PM 1h 20m	Health Effects of Substances During Pregnancy	<ul style="list-style-type: none"><li>• Alcohol</li><li>• Smoking</li><li>• Other Substances</li><li>• Doula's Role in Supporting Birthing People Experiencing Substance Use Challenges<ul style="list-style-type: none"><li>◦ Activity: Understanding the Health Effects of Substances During Pregnancy</li></ul></li><li>• Transfer of Learning</li></ul>	Video: 7:15 min (Prenatal Alcohol Consumption Risks) Video: 2 min (Smoking During Pregnancy)
2:25 PM 15m	Break		
2:40 PM 50m	Intimate Partner Violence	<ul style="list-style-type: none"><li>• Prevalence and Trends</li><li>• Types of IPV</li><li>• IPV and Pregnancy</li><li>• Doula's Role in Supporting a Person Experiencing IPV<ul style="list-style-type: none"><li>◦ Activity: IPV During Pregnancy Case Scenario</li></ul></li></ul>	
3:30 PM 15m	Human Trafficking	<ul style="list-style-type: none"><li>• Human Trafficking Overview</li><li>• Signs of Human Tracking</li><li>• Doula's Role in Supporting a Person Experiencing Human Trafficking</li></ul>	Optional Video: 6 min (5 P Frameworks)

TIME		ADDITIONAL INFO	
Section 4: Doula Self-Care in the Prenatal Period			
3:45 PM 10m	Doula Professional Resiliency Risk Factors	<ul style="list-style-type: none"><li>Activity</li></ul>	
3:55 PM 5m	Actionable Ideas for Self-Care While Supporting Through the Prenatal Period	<ul style="list-style-type: none"><li>Physical Self-Care</li><li>Emotional and Mental Self-Care</li><li>Professional and Relational Self-Care</li><li>Spiritua and Reflective Self-Care</li></ul>	
4:00 PM 20m	Transfer of Learning Reflection: Part 2		
4:20 PM 10m	Closing		
4:30 PM			

TOTAL LENGTH: 7h 30m

# NJMIHIA M3: Labor & Birth

By the end of this module, participants will be able to:

1. Understand the stages of labor and birth and describe how doulas can provide effective physical, emotional, and informational support throughout these stages.
2. Demonstrate strategies for fostering informed choice and advocacy using tools like the BRAND framework to help clients navigate birth preferences and decision-making.
3. Identify immediate postpartum needs and outline ways to support bonding, feeding, and recovery in the first hours after birth.
4. Prioritize doula self-care during labor and birth work, exploring practical strategies to sustain their emotional and physical well-being while supporting clients.
5. Recognize the impact of systemic and structural factors on maternal health and explore ways doulas can advocate for change.
6. Provide culturally responsive and trauma-informed labor and birth support, beginning in the prenatal period and through special cases, crisis situations, a demise.
7. Develop skills to collaborate with care teams and support client-centered care within hospital and community birth settings.

## Day 1: Understanding and Providing Support Through Labor

By the end of this day, participants will be able to:

1. Differentiate between types of birth.
2. Recognize evidence-based practices that support safe, empowering birth experiences.
3. Describe the physiological processes of early and active labor through an understanding of the “Five P’s” (Passenger, Passageway, Powers, Position, Psyche).
4. Recognize the role of pain and fear during labor, and demonstrate how doulas can respond by supporting various laboring positions and implementing comfort measures.
5. Identify the doula’s role in providing emotional, informational, physical, and advocacy-based support during early and active labor.

■ Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Logistical Expectations</li><li>M3 Agenda Overview</li><li>M3 Day 1 Objectives</li><li>Working Agreement</li></ul>	
9:10 AM 20m	The Four Supports of a Doula During Labor and Birth		
Section 2: Empowered Birthing Choices			
9:30 AM 5m	Types of Birth	<ul style="list-style-type: none"><li>Vaginal Birth<ul style="list-style-type: none"><li>VBACs</li><li>Water Births</li></ul></li><li>Cesarean Sections</li></ul>	
9:35 AM 15m	The Stages of Labor in Vaginal Births		Video: 7 min (Birth Explained)
9:50 AM 30m	Introduction to the Five P's	<ul style="list-style-type: none"><li>5 P's Overview</li><li>Activity: The 5 P's in Action</li></ul>	

TIME		ADDITIONAL INFO	
10:20 AM 35m	<b>Evidence-Based Practices</b>	<ul style="list-style-type: none"><li>• Physiologic Labor and Birth</li><li>• Over- and Under-Medicalization<ul style="list-style-type: none"><li>◦ Evidence-Based Alternatives: Lamaze's 6 Healthy Birth Practices</li></ul></li></ul>	Video: 7:30 min (Using Your Voice   Choices in Childbirth)
10:55 AM 15m	<b>Break</b>		
<b>Section 3: The Baby's Journey Through Labor</b>			
11:10 AM 2m	<b>Overview</b>	<ul style="list-style-type: none"><li>• What Causes Labor to Begin Naturally?</li><li>• The Safest Point in Pregnancy to Be Born</li></ul>	
11:12 AM 30m	<b>Powers (Contractions)</b>	<ul style="list-style-type: none"><li>• Video &amp; Discussion</li></ul>	Video: 10 min (contractions)
11:42 AM 10m	<b>Passageway</b>	<ul style="list-style-type: none"><li>• Balloon &amp; Ping Pong Ball Demo</li><li>• Visualizing Cervical Dilation</li><li>• Water Releasing</li></ul>	Video: 1 min (dilation size reference)
11:52 AM 28m	<b>Passenger (Baby)</b>	<ul style="list-style-type: none"><li>• Baby's Head</li><li>• Baby's Station</li><li>• Baby's Position and Presentation<ul style="list-style-type: none"><li>◦ Activity</li></ul></li></ul>	Video: 3 min (station)
12:20 PM 1h 00m	<b>Lunch</b>		
<b>Section 4: Providing Emotional and Physical Labor Support</b>			
1:20 PM 25m	<b>Psyche (Emotional State)</b>		Video: 10 min (emotional duress during contractions)
1:45 PM 10m	<b>Understanding Pain and Fear</b>	<ul style="list-style-type: none"><li>• Fear, Tension, Pain Cycle</li><li>• Theories of Pain</li><li>• Coping Vs. Relief</li></ul>	
1:55 PM 1h 10m	<b>Position (Of Birthing Person)</b>	<ul style="list-style-type: none"><li>• Anatomy of the Pelvis</li><li>• Labor Positions<ul style="list-style-type: none"><li>◦ Practice</li></ul></li></ul>	
3:05 PM 15m	<b>Break</b>		
3:20 PM 45m	<b>Comfort Measures</b>	<ul style="list-style-type: none"><li>• Practice</li></ul>	
4:05 PM 15m	<b>The Doula's Role in Supporting the Client Through Labor</b>		
4:20 PM 10m	<b>Closing/Transition to Day 2</b>	<ul style="list-style-type: none"><li>• TOL Assignment</li><li>• Emotional Check-In - Feelings Wheel</li></ul>	
4:30 PM			



TOTAL LENGTH: 7h 30m

## NJMIHIA M3: Labor & Birth - Day 2: Responsive Doula Care Through the Birth Experience

By the end of this day, participants will be able to:

1. Recognize the signs of transition from labor to pushing and describe how to support clients through the second stage of labor.
2. Describe common labor induction methods, including their benefits, risks, and the doula's role in supporting informed decision-making.
3. Apply the BRAND framework to help clients navigate medical recommendations and make empowered choices while engaging family members.
4. Explain the role of the doula in collaboration with the medical care team during pushing, birth, and the immediate postpartum period.
5. Identify and describe the physiological processes and doula support strategies for the final stages of labor: birth of the baby, placenta delivery, and the first hours postpartum.
6. Explain water births and Cesarean sections, including the doula's responsibilities in each context.
7. Demonstrate strategies for maintaining doula self-care and emotional regulation during labor and birth to ensure sustainability and presence.

■ Break

TIME		ADDITIONAL INFO
Section 1: Introduction		
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Logistical Expectations</li><li>M3 Day 2 Agenda Overview</li><li>M3 Day 2 Objectives</li><li>End of Day 1 Feelings Check-In Reflection</li></ul>
9:10 AM 20m	Transfer of Learning Reflection	<ul style="list-style-type: none"><li>Imposter Syndrome</li></ul>
Section 2: Transitioning from Labor to Pushing		
9:30 AM 8m	How to Know When it's Time to Go: Birth 411	<ul style="list-style-type: none"><li>Talking to the Provider</li><li>Signs It's Time to Contact the Provider or Go to the Hospital or Birth Center</li><li>Contractions: The Best Indicator</li></ul>
9:38 AM 12m	Induction of Labor	<ul style="list-style-type: none"><li>Why Might an Induction Be Medically Recommended?</li><li>What Non-Medical Factors Impact Induction Rates?</li><li>The Bishop Score</li><li>Common Induction Methods</li></ul>
9:50 AM 15m	Break	
10:05 AM 1h 10m	Supporting Informed Decision-Making	<ul style="list-style-type: none"><li>BRAND Framework<ul style="list-style-type: none"><li>Trainer Demo and Discussion</li></ul></li><li>Family Engagement and Support</li><li>Practice</li></ul>
11:15 AM 25m	What is the Medical Care Team Up To?	<ul style="list-style-type: none"><li>Setting Up an IV</li><li>Monitoring the Baby and Contractions</li><li>Pharmacological Pain Support</li><li>Monitoring Labor Progress</li></ul>

TIME			ADDITIONAL INFO
Section 3: Stage 2 - Birth			
11:40 AM 10m	Passenger (Baby)	<ul style="list-style-type: none"><li>Cardinal Movements</li></ul>	Video: 1:16 (Opening the Pelvic Outlet) Video: 3:34 (Cardinal Rotations)
11:50 AM 25m	Passageway (Birth Canal)	<ul style="list-style-type: none"><li>Perineal Tearing</li></ul>	Video: 6 (Birthing the Baby)
12:15 PM 1h 00m	Lunch		
1:15 PM 17m	Powers (Contractions)		Video: 3:28 (coached pushing)
1:32 PM 22m	Position (Of the Birthing Individual)		Video: 8:21 (birthing positions)
1:54 PM 15m	Psyche	<ul style="list-style-type: none"><li>Encouraging Phrases During Pushing</li></ul>	Video: 5:52 (large baby)
2:09 PM 5m	Doula's Role During Stage 2: Pushing		
2:14 PM 21m	What is the Medical Care Team Up To?	<ul style="list-style-type: none"><li>Monitoring Progress</li><li>Monitoring Baby's Heart Rate</li><li>Assisted Birth</li><li>Activity: Supporting Delilah Through Stage 2</li></ul>	
Section 4: The Immediate Postpartum Period - From Womb to World			
2:35 PM 30m	Stage 3: Delivery of the Placenta	<ul style="list-style-type: none"><li>Baby's First Moments</li><li>The Placenta</li><li>What is the Medical Care Team Up To?</li><li>Doula Support</li></ul>	Video: 5:49 (What to expect after birth)
3:05 PM 5m	Stage 4: Bonding, Nursing, and Resting	<ul style="list-style-type: none"><li>What is the Medical Care Team Up To?</li><li>Giving Birth in a Birth Center</li></ul>	
3:10 PM 15m	Break		
Section 5: Additional Types of Births			
3:25 PM 15m	Water Births		Video: 1:45 (water birth)
3:40 PM 35m	Cesarian Sections (C-Section)	<ul style="list-style-type: none"><li>Vaginal Birth After Cesarean</li><li>Trial of Labor After Cesarean</li></ul>	Video: 13 min (c-section)

TIME		ADDITIONAL INFO
Section 6: Doula Self-Care During Labor and Birth		
4:15 PM 5m	Actionable Ideas for Self-Care While Supporting Labor and Birth	<ul style="list-style-type: none"><li>Physical Self-Care</li><li>Emotional and Mental Self-Care</li><li>Professional and Relational Self-Care</li><li>Spiritual and Reflective Self-Care</li></ul>
4:20 PM 10m	Closing	
4:30 PM		

TOTAL LENGTH: 7h 30m

## NJMIHIA M3: Labor & Birth - Day 3: Supporting Empowered Births

By the end of this day, participants will be able to:

1. Provide thoughtful and informed prenatal support to promote empowered births, using tools such as birth plans and prenatal checklists.
2. Define and explore upstream, midstream, and downstream advocacy and understand how these approaches impact maternal health.
3. Identify how systemic oppression impacts birth experiences and recognize ways to interrupt harm in real time.
4. Use client-centered communication strategies to build trust with healthcare teams and advocate effectively for birthing people.
5. Discuss approaches to supporting clients in crisis situations, including loss, grief, and navigating challenging circumstances, while maintaining a compassionate presence.

■ Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Logistical Expectations</li><li>M3 Day 3 Agenda Overview</li><li>M3 Day 3 Objectives</li></ul>	
9:10 AM 20m	Transfer of Learning Reflection	<ul style="list-style-type: none"><li>Postpartum Hemorrhage</li></ul>	
Section 2: Birthing Support Begins Prenatally			
9:30 AM 40m	Prenatal Checklist	<ul style="list-style-type: none"><li>Activity: Prenatal Checklist Role Play</li></ul>	
10:10 AM 15m	Break		
10:25 AM 1h 30m	Birth Preferences	<ul style="list-style-type: none"><li>Birth Planning Template</li><li>Activity: Birth Plan Role Play</li></ul>	Video: 3 min (transgender man) Video: 7 min (birth planning)
11:55 AM 10m	What to Bring	<ul style="list-style-type: none"><li>Client's Hospital Bag</li><li>Doula Bag</li><li>Presentation (Hygiene &amp; Clothing)</li></ul>	
12:05 PM 25m	Client-Centered Prenatal Scenarios		
12:30 PM 1h 00m	Lunch		
Section 3: Advocacy at Different Levels			
1:30 PM 35m	Making Change at Different Levels	<ul style="list-style-type: none"><li>Parable</li><li>Upstream<ul style="list-style-type: none"><li>Optional Transfer of Learning #1: Upstream Initiatives for Maternal Health Advocacy</li></ul></li><li>Midstream</li><li>Downstream</li></ul>	

TIME		ADDITIONAL INFO	
Section 4: Working with the Care Team			
2:05 PM 10m	Potential Power Dynamics in the Healthcare System	<ul style="list-style-type: none"><li>Defining Systemic Oppression</li><li>Historical Context of Systemic Oppression</li><li>White Coat Syndrome</li><li>Advocating Against Systemic Oppression</li></ul>	
2:15 PM 5m	Building Trust with the Care Team		
2:20 PM 50m	Advocating for the Woman/Birthing Person	<ul style="list-style-type: none"><li>Hospital Hierarchy and Chain of Command</li><li>Advocacy Strategies</li></ul>	
Section 5: Supporting Clients Through Challenges			
3:10 PM 35m	Crisis Preparedness	<ul style="list-style-type: none"><li>Crisis Intervention Skills</li><li>Optional Transfer of Learning #2: Special Cases</li></ul>	
3:45 PM 15m	Break		
4:00 PM 15m	Demise and Supporting Grief	<ul style="list-style-type: none"><li>Maternal Demise</li><li>Fetal Demise</li><li>Optional Transfer of Learning #3: Supporting Grief</li></ul>	
4:15 PM 15m	Closing	<ul style="list-style-type: none"><li>Closing Reflection: "Doula Backpack"</li></ul>	
4:30 PM			

TOTAL LENGTH: 7h 30m

# NJMIHIA M4: Postpartum

By the end of this module, participants will be able to:

1. Describe the doula's role in the postpartum period, emphasizing the four Support Roles of a Doula: Nurture, Inform, Advocate, and Connect.
2. Demonstrate foundational lactation support skills, including how breastfeeding/chestfeeding works, feeding frequency, nutrition, and addressing common challenges.
3. Recognize challenges, structural barriers, and disparities in breastfeeding/chestfeeding and discuss ways doulas can support equitable access to lactation support.
4. Support postpartum family well-being by recognizing and addressing transitions in parent-child bonding, partner relationships, sleep, and social support.
5. Explain key aspects of postpartum health for the birthing parent, including physical recovery, emotional well-being, and when to seek medical attention.
6. Identify essential aspects of newborn care, including physical and emotional care, pediatric visits, and supporting families in adjusting to a new baby.
7. Develop strategies for doula self-care and professional resilience, ensuring sustainability and well-being while supporting clients through the postpartum period.

## Day 1: Lactation Support

By the end of this day, participants will be able to:

1. Describe the role of a doula in lactation support, including how to nurture, inform, advocate, and connect birthing people to appropriate resources.
2. Explain the benefits of breastfeeding/chestfeeding for both the baby and the birthing parent, as well as common breastfeeding/chestfeeding goals and challenges.
3. Demonstrate foundational knowledge of how lactation works, including feeding frequency, latch techniques, and nutritional considerations for milk production.
4. Recognize common breastfeeding/chestfeeding challenges and identify ways doulas can support clients through difficulties such as latch issues, low supply, and pain.
5. Discuss structural barriers and disparities in lactation, including how systemic issues impact breastfeeding/chestfeeding rates and access to lactation support in different communities.

■ Break

TIME		ADDITIONAL INFO
Section 1: Introduction		
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>• Logistical Expectations</li><li>• M4 Agenda Overview</li><li>• M4 Day 1 Objectives</li><li>• Gender-Inclusive Language in Lactation</li></ul>
9:10 AM 35m	Feeding Stories Circle	
Section 2: Lactation Overview		
9:45 AM 10m	Introduction to Lactation	<ul style="list-style-type: none"><li>• Lactation Certifications</li><li>• Benefits of Breastfeeding/Chestfeeding</li><li>• Breastfeeding/Chestfeeding Goals and Realities</li></ul>
9:55 AM 10m	Breastfeeding/Chestfeeding in a Social Context	
10:05 AM 15m	Break	

TIME		ADDITIONAL INFO	
Section 3: How Breastfeeding/Chestfeeding Works			
10:20 AM 15m	Overview	<ul style="list-style-type: none"><li>Anatomy of the Breast<ul style="list-style-type: none"><li>Breast and Nipple Size</li></ul></li><li>Types of Breastmilk</li><li>Milk Production</li></ul>	Video: 2 min (Breast anatomy)
10:35 AM 1h 25m	Finding the Right Position and Latch	<ul style="list-style-type: none"><li>Breastfeeding/Chestfeeding Positions</li><li>How to Latch a Baby<ul style="list-style-type: none"><li>Activity: Role Play</li></ul></li><li>Latching Challenges</li></ul>	Video: 11 min (Global Health Media Project) Video: 40 sec (Lip Tapping Technique)
12:00 PM 1h 00m	Lunch		
1:00 PM 15m	Practical Supports for Nursing	<ul style="list-style-type: none"><li>Pumping and Hand-Expressing Milk</li><li>Breastfeeding/Chestfeeding Supplies</li></ul>	Video: 3 min (Real Moms-Milk Expression and Pumping)
1:15 PM 20m	Feeding Basics	<ul style="list-style-type: none"><li>Understanding Baby's Hunger and Fullness Cues</li><li>Feeding Frequency and Patterns</li><li>Cluster Feeding and Growth Spurts</li><li>Making Enough Milk<ul style="list-style-type: none"><li>Oversupply</li><li>Low Milk Supply</li></ul></li></ul>	
1:35 PM 5m	Nutrition	<ul style="list-style-type: none"><li>A Note on Weight Stigma and Eating Disorders</li></ul>	
Section 4: Lactation Challenges, Barriers, and Disparities			
1:40 PM 55m	When There are Challenges	<ul style="list-style-type: none"><li>Pain</li><li>Tongue and Lip Ties</li><li>Nursing Strike</li><li>Providing Emotional Support</li></ul>	Video: 3 min (Real Moms-Emotional Wellbeing)
2:35 PM 15m	Break		
2:50 PM 1h 15m	Structural Barriers and Disparities in Breastfeeding	<ul style="list-style-type: none"><li>Disparities in Breastfeeding/Chestfeeding Rates</li><li>Barriers to Breastfeeding/Chestfeeding</li><li>Structural Supports for Breastfeeding/Chestfeeding</li><li>What Can We Do?</li></ul>	Video: 4 min (Plan to help more NJ women with breastfeeding) Video: 4 min (Real Moms: Breastfeeding in public)
4:05 PM 25m	Closing	<ul style="list-style-type: none"><li>Activity</li><li>TOL Instructions</li></ul>	
4:30 PM			

TOTAL LENGTH: 7h 30m



## NJMIHIA M4: Postpartum - Day 2: Postpartum Family Well-Being

By the end of this day, participants will be able to:

1. Define the doula's role during the postpartum period, emphasizing the four Support Roles of a Doula: Nurture, Inform, Advocate, and Connect.
2. Support family well-being through the physical, emotional, and social transitions of the postpartum period.
3. Provide guidance on the birthing parent's recovery, addressing physical and emotional needs, recognizing potential complications, and connecting them with personalized support and resources.
4. Describe strategies for supporting the baby's care, promoting bonding, and guiding families through pediatric milestones.
5. Connect families with essential resources, advocating for access to care and community support.
6. Develop strategies for maintaining personal well-being while supporting clients through the postpartum period, integrating self-care practices into doula work.

■ Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Logistical Expectations</li><li>M4 Day 2 Agenda Overview</li><li>M4 Day 2 Objectives</li></ul>	
9:10 AM 45m	Module 4, Day 1 Transfer of Learning Reflection	<ul style="list-style-type: none"><li>Doula Roles Mapping Activity</li></ul>	
Section 2: Family Wellbeing			
9:55 AM 4m	Family Transitions and the First Weeks		
9:59 AM 5m	Parent-Child Bonding		Video: 1 minute (bonding)
10:04 AM 21m	Partner Relationships	<ul style="list-style-type: none"><li>Partner Mood Disorders</li></ul>	Video: 4:23 (partner postpartum depression)
10:25 AM 2m	Getting (Some) Sleep		
10:27 AM 3m	Social Support		
10:30 AM 15m	Break		
Section 3: Postpartum Health and Recovery			
10:45 AM 55m	Physical Health	<ul style="list-style-type: none"><li>Recovering from Birth<ul style="list-style-type: none"><li>Activity: Case Scenarios</li></ul></li><li>Signs of Emergency</li><li>What to Expect at the Doctor</li></ul>	
11:40 AM 20m	Emotional Health		Video 6:16 (matrescence)

TIME		ADDITIONAL INFO	
12:00 PM 1h 00m	Lunch		
1:00 PM 50m	Types of Postpartum Mental Health Conditions	<ul style="list-style-type: none"><li>Baby Blues</li><li>Postpartum Depression</li><li>Difference Between Baby Blues and Depression</li><li>Postpartum Anxiety</li><li>A Doula's Role</li><li>LGBTQIA+ Perinatal Mental Health</li></ul>	Video: 2 min (baby blues)
Section 4: Baby's Health			
1:50 PM 25m	Physical Care	<ul style="list-style-type: none"><li>Feeding</li><li>Diapering</li><li>Bathing</li><li>Safe Sleep Practice</li><li>Hygiene and Handling</li><li>Recognizing and Responding to Health Concerns</li></ul>	Video: 2:16 (burping)
2:15 PM 20m	Emotional Care	<ul style="list-style-type: none"><li>Understanding Infant Crying and the Importance of Soothing</li><li>Shaken Baby Syndrome</li></ul>	Video: 9 min (PURPLE)
2:35 PM 5m	What to Expect at the Pediatrician		
2:40 PM 15m	Break		
Section 5: Community Connections			
2:55 PM 5m	Types of Connections	<ul style="list-style-type: none"><li>Connections to Care</li><li>Basic Needs and Financial Assistance</li><li>Parenting and Childcare Support</li><li>Transportation and Accessibility</li><li>Legal and Advocacy Support</li><li>Cultural and Community Support</li></ul>	
3:00 PM 1h 00m	Tips to Successful Referrals	<ul style="list-style-type: none"><li>Facilitating Referrals Activity</li></ul>	
Section 6: Doula Self-Care			
4:00 PM 20m	Actionable Ideas for Self-Care While Supporting Through the Postpartum Period	<ul style="list-style-type: none"><li>Self-Care for Postpartum Support &amp; Doula Well-Being<ul style="list-style-type: none"><li>Doula Physical Self-Care for Postpartum Support</li><li>Doula Spiritual and Reflective Self-Care for Postpartum Support</li><li>Doula Professional and Relational Self-Care for Postpartum Support</li><li>Doula Emotional and Mental Self-Care for Postpartum Support</li></ul></li></ul>	
4:20 PM 10m	Closing		

TIME

ADDITIONAL INFO

4:30 PM

TOTAL LENGTH: 7h 30m

## NJMIHIA M5: The Business of Being a Doula

By the end of this module, participants will be able to:

1. Identify key steps to set up and manage a sustainable doula business, including business structure, registration, and finances.
2. Describe core legal and ethical considerations in doula practice, including scope of practice and confidentiality
3. Implement strategies for finding and enrolling clients through effective marketing and outreach practices
4. Create a client-doula service agreement that outlines roles, responsibilities, and payment policies.
5. Build trusting relationships with clients by practicing client-centered communication and emotional support.

■ Break

TIME		ADDITIONAL INFO	
Section 1: Introduction			
9:00 AM 10m	Welcome and Training Overview	<ul style="list-style-type: none"><li>Logistical Expectations</li><li>M5 Agenda Overview</li><li>M5 Objectives</li><li>Action Plan</li></ul>	
9:10 AM 20m	Transfer of Learning Reflection	<ul style="list-style-type: none"><li>Doula Business &amp; Life Assessment Guide</li></ul>	
Section 2: Setting Up and Managing Your Doula Business			
9:30 AM 15m	Types of Employment	<ul style="list-style-type: none"><li>Working for an Organization (W2)</li><li>Working for a Doula Agency (1099)</li><li>Self Employment (Schedule C)</li><li>Action Plan Reflection</li></ul>	Video 5 min (doula business)
9:45 AM 5m	Building Your Network	<ul style="list-style-type: none"><li>Mentorship</li><li>Working with a Backup Doula</li><li>Action Plan Reflection</li></ul>	
9 50 AM 20m	Building a Brand Identity	<ul style="list-style-type: none"><li>Start with Your Story<ul style="list-style-type: none"><li>Action Plan Reflection</li></ul></li><li>Doula Specialty &amp; Audience</li><li>Emotion Driven Brand Identity</li><li>Vision &amp; Mission Statement</li><li>Business Name and Slogan</li></ul>	
10 10 AM 5m	Business Registration	<ul style="list-style-type: none"><li>Choosing Your Business Structure</li><li>LLC</li><li>EIN</li></ul>	
10:15 AM 15m	Break		

TIME		ADDITIONAL INFO
10:30 AM 45m	<b>Legal and Ethical Considerations</b>	<ul style="list-style-type: none"> <li>• Liability Insurance</li> <li>• Action Plan Reflection</li> <li>• Informed Consent</li> <li>• Confidentiality               <ul style="list-style-type: none"> <li>◦ HIPAA</li> <li>◦ Mandated Reporting in New Jersey</li> </ul> </li> </ul>
11:15 AM 5m	<b>Documentation</b>	<ul style="list-style-type: none"> <li>• Importance of Accurate and Timely Documentation</li> <li>• Confidentiality and Privacy</li> <li>• Types of Documentation</li> <li>• Action Plan Reflection</li> </ul>
11:20 AM 10m	<b>Marketing and Recruiting Clients</b>	<ul style="list-style-type: none"> <li>• Communicate Your Value</li> <li>• Marketing Methods               <ul style="list-style-type: none"> <li>◦ Online Presence                   <ul style="list-style-type: none"> <li>▪ Social Media</li> <li>▪ Websites</li> </ul> </li> <li>◦ Testimonials and Word of Mouth</li> <li>◦ Local Community Involvement</li> </ul> </li> <li>• Inclusivity</li> <li>• Action Plan Reflection</li> </ul>
11:30 AM 35m	<b>Finances</b>	<ul style="list-style-type: none"> <li>• Client Payment Methods</li> <li>• NJ's Medicaid Doula Reimbursement Program               <ul style="list-style-type: none"> <li>◦ Enrollment &amp; NPI</li> <li>◦ Action Plan Reflection</li> </ul> </li> <li>• Money Management               <ul style="list-style-type: none"> <li>◦ Packages &amp; Pricing                   <ul style="list-style-type: none"> <li>▪ Activity Packages &amp; Pricing Sample</li> <li>▪ Action Plan Reflection</li> </ul> </li> <li>◦ Resources                   <ul style="list-style-type: none"> <li>▪ Business Bank Account</li> <li>▪ Online Payment Systems and Tools</li> <li>▪ Invoicing &amp; Record-Keeping</li> <li>▪ Taxes</li> </ul> </li> <li>◦ Action Plan Reflection</li> </ul> </li> </ul>
12:05 PM 1h 00m	<b>Lunch</b>	
<b>Section 3: Enrolling Clients</b>		
1:05 PM 25m	<b>Client Intake</b>	<ul style="list-style-type: none"> <li>• The Doula Support Roles</li> <li>• Phone Screen</li> <li>• Action Plan Reflection</li> </ul>

TIME		ADDITIONAL INFO	
1 30 PM 1h 05m	Client-Doula Service Agreement	<ul style="list-style-type: none"><li>• Boundaries and Scope of Practice</li><li>• Making Service Agreements Accessible</li><li>• Flexibility &amp; Customization</li><li>• Discuss Fees with Confidence and Sensitivity</li><li>• Activity Practice</li><li>• Action Plan Reflection</li></ul>	
2:35 PM 30m	Intake Form	<ul style="list-style-type: none"><li>• Activity Intake Form Template</li><li>• Action Plan Reflection</li></ul>	
3:05 PM 15m	Break		
3 20 PM 30m	Trust-Building and Effective Communication		
Section 4: Next Steps and Action Planning			
3:50 PM 15m	Action Plans	<ul style="list-style-type: none"><li>• Ongoing Development</li><li>• Self Care and Sustainability</li></ul>	
4 05 PM 25m	Closing & Celebration	<ul style="list-style-type: none"><li>• Letters to the Future</li></ul>	
4 30 PM			

TOTAL LENGTH: 7h 30m