

# Include page in Approval Packet

## Rubric Part 1. Training Documentation and Features

Basic information with Approval Packet	
Name of Doula Training Organization	New Jersey Maternal and Infant Health Authority (NJMIHIA)
Address (Street address, City, State)	225 East State Street, 2nd Floor West Trenton, NJ 08625
Name of Doula Training for Approval	NJMIHIA Community Based Doula Training
Point of Contact for Doula Training (Name, Title, Phone, Email)	Gabrielle Louis, Doula Program Management Officer Phone: [REDACTED] Email: [REDACTED]

On behalf of our doula training organization,

1. I confirm that the answers included in the rubric accurately describes all the specific doula training requirements that must be completed before we issue the single-page documentation in our Approval Packet to a doula.
2. I confirm that our organization collects and maintains the proof to verify that a doula we have issued the single-page documentation to has completed the specific doula training requirements.
3. The information our organization has provided in this rubric, and with our Approval Packet, is accurate as of the date listed below.

**This Rubric Tool and Approval Packet was completed and signed by a Doula Program Administrator (a staff member responsible for the training associated with this Approval Packet).**

Signature: Gabrielle Louis

Date: 12/12/2025

Name: Gabrielle Louis

Title: Doula Program Management Officer

Phone: [REDACTED]

Email: [REDACTED]

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## 1.1 Training documentation

	NJ FamilyCare’s minimum standard
“For the training, does your doula training organization issue a single-page documentation to doulas who have completed both classroom and practical requirements?”	<p>To be approved, the answer to this question must be “yes”.</p> <p>The doula organization must offer a doula training that includes both classroom and practical requirements (that you must describe in this rubric) to make sure doulas have received comprehensive education.</p> <p>The organization must verify completion of these classroom and practical requirements before issuing the single-page documentation to a doula.</p> <p>Use notes to share all minimum requirements to earn the single-page documentation. Or, you can include the requirements as an attachment to the rubric.</p>
“Share whether your single-page documentation includes each of the following.”	<p><b>Disclosure only</b></p> <p>As best practice, we recommend—but do not require—that the documentation include the following:</p> <ul style="list-style-type: none"> <li>• Logo of your doula organization</li> <li>• Brief descriptions of the training requirements that the named doula has completed</li> <li>• Accountable staff member at doula organization to verify accuracy of the document</li> <li>• Training completion date</li> <li>• Expiration date of documentation</li> </ul> <p>The words “certified doula” does not need to be on the single-page documentation for your doula training to receive NJ FamilyCare approval.</p> <p>Share how long your documentation is valid for.</p>

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Answers for the Doula Training seeking NJ FamilyCare Approval		
	Answer	Notes
For the training, does your doula training organization issue a single-page documentation to doulas who have completed both classroom and practical requirements? <i>Choose one.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>(if selected, STOP)</b>	Use notes to share all minimum requirements to earn the single-page documentation. Or, you can include the requirements as an attachment to the rubric.
Share whether your single-page documentation includes any of the following elements. <i>Choose all that apply.</i>	<input checked="" type="checkbox"/> Logo of your doula organization <input checked="" type="checkbox"/> Brief descriptions of the training requirements that the named doula has completed <input checked="" type="checkbox"/> Accountable staff member at doula organization to verify accuracy of the document <input checked="" type="checkbox"/> Training completion date <input checked="" type="checkbox"/> Expiration date of documentation	If you checked off “expiration date of documentation”, share how long the single-page documentation is valid for before it should be renewed: <u><b>5 years</b></u>

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## 1.2 Training features

	NJ FamilyCare's minimum standard
"Share the minimum hours of total classroom learning required."	<p><b>Disclosure only</b></p> <p>Let us know the minimum total classroom learning hours required for your doula training.</p>
"Share how the classroom learning is delivered."	<p><b>Disclosure only</b></p> <p>Let us know if there are any requirements on how classroom hours must be delivered.</p> <p>For example, if your organization allows some instructors to do online-only classroom instruction, and other instructors to do in person-only classroom instruction, then check "in-person only" and "online only". If your organization always does instruction in a hybrid format, then only check "hybrid".</p>
"What instruction formats are used for classroom instructors to interact with trainees?"	<p><b>To be approved, the answer to this question must be "live" or "hybrid".</b></p> <p>The training must cover at least some aspects of the classroom learning in a live (real-time) format to support peer-to-peer engagement and active discussion.</p>
"Share whether the training requires that doula trainees have 1-on-1 interaction with a doula mentor at any point prior to training completion."	<p><b>Disclosure only</b></p> <p>Let us know if there are any mentoring requirements for your doula training. If relevant, describe what the minimum requirements to be a "doula mentor".</p> <p>As best practice, we recommend—but do not require—mentoring.</p>
"Share any supplemental courses requirements."	<p><b>Disclosure only</b></p> <p>Let us know of any separate course requirements (e.g., childbirth education, lactation class).</p>

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	Answer	Notes
Share the minimum hours of total classroom learning required.	<u>60</u> hours	
Share how the classroom learning is delivered. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid (mix of in-person and online)	
What instruction formats are used for classroom instructors to interact with trainees? <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 <b>(if selected, STOP)</b>	
Share whether the training requires that doula trainees have 1-on-1 interaction with a doula mentor at any point prior to 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	<p>If you answered "yes", use notes to describe what the minimum requirements to be a "doula mentor" here:</p> <ul style="list-style-type: none"> <li>Minimum of 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 the five years of applying for this position.</li> </ul>
Share any supplemental courses requirements. <i>Choose one.</i>	<input checked="" type="checkbox"/> None <input type="checkbox"/> Yes	<p>If you answered "yes", share what courses are required and share any minimum instruction hours for these courses (if none, write "0")</p> <p><input type="checkbox"/> Childbirth education: Minimum hours ____</p> <p><input type="checkbox"/> Lactation education: Minimum hours ____</p> <p><input type="checkbox"/> Other ____: Minimum hours ____</p>

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### Rubric Part 2. Competency Domains and Sub-Domains

#### 2.1 Domain: Pregnancy

	NJ FamilyCare's minimum standard
"Which of these sub-domains in the Pregnancy Domain are covered in the classroom learning requirements?"	<p>To be approved, all sub-domains must be checked.</p> <p>All of these sub-domains in the Pregnancy Domain must be covered to provide adequate education in prenatal care and practice of doula work in the prenatal period.</p>
"Share the minimum hours of total classroom learning used to cover Pregnancy Domain topics."	<p><b>Disclosure only</b></p> <p>Let us know of the total classroom learning hours dedicated to coverage of these topics.</p> <p>We will not expect that Domain hours across all 6 Domains will precisely add up to total training classroom hours shared in 1.2 because topics may overlap and/or you may include topics not in this rubric.</p>
"What instruction formats are used to cover Pregnancy Domain topics?"	<p>To be approved, at least one of the 5 required Domains (i.e., 2.1-2.5) must be taught in a live format, to be consistent with the requirement for some live teaching (see 1.2).</p> <p>Let us know the instruction formats you use to provide instruction on these topics.</p>
"Share any minimum instructor qualifications for coverage of Pregnancy Domain topics."	<p><b>Disclosure only</b></p> <p>Let us know if you have any required qualifications for instructors of these topics.</p>
"Are there any requirements—beyond classroom learning described above—to cover the Pregnancy Domain?"	<p><b>Disclosure only</b></p> <p>Let us know if your doula training has additional minimum requirements that could include: readings, written assignments, tests, or additional classes. If "yes", describe them. Note: Any classes described here consistent with the answer you provided in 1.2.</p>

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Answers for the Doula Training seeking NJ FamilyCare Approval		
	Answer	Notes
Which of these sub-domains in the Pregnancy Domain are covered in the classroom learning requirements? <i>Check all that are covered.</i>	<input checked="" type="checkbox"/> Prenatal role of the doula <input checked="" type="checkbox"/> Stages of pregnancy <input checked="" type="checkbox"/> Reproductive health education, including anatomy and physiology <input checked="" type="checkbox"/> Healthy behaviors during pregnancy <input checked="" type="checkbox"/> Role of a doula in special cases – e.g., multiples, high-risk pregnancies <b>If you have not checked all 5 boxes, STOP</b>	
Share the hours of total classroom learning used to cover Pregnancy Domain topics. <i>Choose one.</i>	<input type="checkbox"/> Less than 5 hours <input type="checkbox"/> 6-10 hours <input checked="" type="checkbox"/> 11-50 hours <input type="checkbox"/> More than 50 hours	
What instruction formats are used to cover Pregnancy Domain topics? <i>Choose all that apply.</i>	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	
Share any minimum instructor qualifications for coverage of Pregnancy Domain topics. <i>Choose one.</i>	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type <input type="checkbox"/> No specific type of provider	Use notes to describe specific requirements of the instructor. <i>Bachelor's in public health, social work, or related field preferred; or professional experience working and training as a doula.</i>
Are there any requirements—beyond classroom learning described above—to cover the Pregnancy Domain? <i>Choose one.</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	If you answered “yes”, use notes to describe the minimum requirements.

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## 2.2 Domain: Labor and Delivery

	NJ FamilyCare's minimum standard
"Classroom - Hours"	<p>To be approved, all sub-domains must have at least "less than 1 hour" checked.</p> <p>All of these sub-domains in the Labor and Delivery Domain must be covered to provide adequate education of labor and how to practice doula labor support.</p> <p>Let us know your training's minimum hours of coverage for each specific sub-domain of the Labor &amp; Delivery Domain.</p> <p>We will not expect that Domain hours across all 6 Domains will precisely add up to total training classroom hours shared in 1.2 because topics may overlap and/or you may include topics not in this rubric.</p>
"Classroom - Delivery"	<p><b>Disclosure only</b></p> <p>Let us know how teaching delivered for classroom coverage of each specific sub-domain.</p>
"Classroom – Format"	<p>To be approved, at least one of the 5 required Domains (i.e., 2.1-2.5) must be taught in a live format, to be consistent with the requirement for some live teaching (see 1.2).</p> <p>Let us know the instruction formats you use to provide instruction of each specific sub-domain.</p>
"Classroom - Instructor" <i>Choose all that apply.</i>	<p><b>Disclosure only</b></p> <p>Let us know if you have any required qualifications for instructors of each specific sub-domain.</p>
"Independent Learning"	<p><b>Disclosure only</b></p> <p>Let us know if your doula training has additional minimum requirements to learn about any aspect of Labor &amp; Delivery that could include: readings, written assignments, tests, or additional classes. If "yes", describe them. Note: Any classes described here consistent with the answer you provided in 1.2.</p>



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Answers for the Doula Training seeking NJ FamilyCare Approval					
Sub-Domain For Labor and Delivery	Classroom - Hours  <i>Choose one.</i>	Classroom - Delivery  <i>Check all that apply.</i>	Classroom - Format  <i>Choose all that apply.</i>	Classroom - Instructor  <i>Choose all that apply.</i>	Independent Learning
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"/> More than 10 hours <b>If you do not cover, STOP</b>	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Live <input type="checkbox"/> Pre-recorded	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type <input type="checkbox"/> No specific type of provider	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes  If you answered “yes”, describe the minimum requirements.  Under “Role of the doula during labor and delivery” Transfer of Learning Activity: Reclaiming Confidence: A Doula’s Guide to Navigating Imposter Syndrome
Signs and stages of labor	<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 <b>If you do not cover, STOP</b>	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Live <input type="checkbox"/> Pre-recorded	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type <input type="checkbox"/> No specific type of provider	
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"/> 3-10 hours <input type="checkbox"/> More than 10 hours <b>If you do not cover, STOP</b>	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Live <input type="checkbox"/> Pre-recorded	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type <input type="checkbox"/> No specific type of provider	

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Answers for the Doula Training seeking NJ FamilyCare Approval					
Sub-Domain For Labor and Delivery	Classroom - Hours  <i>Choose one.</i>	Classroom - Delivery  <i>Check all that apply.</i>	Classroom - Format  <i>Choose all that apply.</i>	Classroom - Instructor  <i>Choose all that apply.</i>	Independent Learning
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 <b>If you do not cover, STOP</b>	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Live <input type="checkbox"/> Pre-recorded	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type <input type="checkbox"/> No specific type of provider	
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 <b>If you do not cover, STOP</b>	<input checked="" type="checkbox"/> In-person only <input type="checkbox"/> Online only <input type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Live <input type="checkbox"/> Pre-recorded	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type <input type="checkbox"/> No specific type of provider	Transfer of Learning Activity: Postpartum Hemorrhage

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## 2.3 Domain: Postpartum

	NJ FamilyCare's minimum standard
"Which of these sub-domains in the Postpartum Domain are covered in the classroom learning requirements?"	<p>To be approved, all sub-domains must be checked.</p> <p>All of these sub-domains in the Postpartum Domain must be covered to provide adequate education in care postpartum and practice of doula work in the postpartum period.</p>
"Share the minimum hours of total classroom learning used to cover Postpartum Domain topics."	<p><b>Disclosure only</b></p> <p>Let us know of the total classroom learning hours dedicated to coverage of these topics.</p> <p>We will not expect that Domain hours across all 6 Domains will precisely add up to total training classroom hours shared in 1.2 because topics may overlap and/or you may include topics not in this rubric.</p>
"What instruction formats are used to cover Postpartum Domain topics?"	<p>To be approved, at least one of the 5 required Domains (i.e., 2.1-2.5) must be taught in a live format, to be consistent with the requirement for some live teaching (see 1.2).</p> <p>Let us know the instruction formats you use to provide instruction on these topics.</p>
"Share any minimum instructor qualifications for coverage of Postpartum Domain topics."	<p><b>Disclosure only</b></p> <p>Let us know if you have any required qualifications for instructors of these topics.</p>
"Are there any requirements—beyond classroom learning described above—to cover the Postpartum Domain?"	<p><b>Disclosure only</b></p> <p>Let us know if your doula training has additional minimum requirements that could include: readings, written assignments, tests, or additional classes. If "yes", describe them. Note: Any classes described here consistent with the answer you provided in 1.2.</p>

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	Answer	Notes
Which of these sub-domains in the Postpartum Domain are covered in the classroom learning requirements? <i>Check all that are covered.</i>	<input checked="" type="checkbox"/> Postpartum role of the doula <input checked="" type="checkbox"/> Postpartum recovery <input checked="" type="checkbox"/> Newborn care <input checked="" type="checkbox"/> Breastfeeding, lactation and infant feeding <b>If you have not checked all 4 boxes, STOP</b>	
Share the minimum hours of total classroom learning used to cover Postpartum Domain topics. <i>Choose one.</i>	<input type="checkbox"/> Less than 5 hours <input type="checkbox"/> 6-10 hours <input checked="" type="checkbox"/> 11-50 hours <input type="checkbox"/> More than 50 hours	
What instruction formats are used to cover Postpartum Domain topics? <i>Choose all that apply.</i>	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	
Share any minimum instructor qualifications for coverage of Postpartum Domain topics. <i>Choose one.</i>	<input checked="" type="checkbox"/> Doula <input type="checkbox"/> Licensed medical provider <input type="checkbox"/> Other required instructor type <input type="checkbox"/> No specific type of provider	Use notes to describe specific requirements of the instructor. <i>Bachelor's in public health, social work, or related field preferred; or professional experience working and training as a doula.</i>
Are there any requirements—beyond classroom learning described above—to cover the Postpartum Domain? <i>Choose one.</i>	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	If you answered “yes”, use notes to describe the minimum requirements.  <i>Transfer of Learning Activity: World Health Organization Postnatal Care Model</i>

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## 2.4 Domain: Mental Health

	NJ FamilyCare's minimum standard
"Which of these sub-domains in the Mental Health Domain are covered in the classroom learning requirements?"	<p>To be approved, all sub-domains must be checked.</p> <p>All of these sub-domains in the Mental Health Domain must be covered to provide adequate education in mental health support.</p>
"Share the minimum hours of total classroom learning used to cover Mental Health Domain topics."	<p><b>Disclosure only</b></p> <p>Let us know of the total classroom learning hours dedicated to coverage of these topics.</p> <p>We will not expect that Domain hours across all 6 Domains will precisely add up to total training classroom hours shared in 1.2 because topics may overlap and/or you may include topics not in this rubric.</p>
"What instruction formats are used to cover Mental Health Domain topics?"	<p>To be approved, at least one of the 5 required Domains (i.e., 2.1-2.5) must be taught in a live format, to be consistent with the requirement for some live teaching (see 1.2).</p> <p>Let us know the instruction formats you use to provide instruction on these topics.</p>
"Are there any requirements—beyond classroom learning described above—to cover the Mental Health Domain?"	<p><b>Disclosure only</b></p> <p>Let us know if your doula training has additional minimum requirements that could include: readings, written assignments, tests, or additional classes. If "yes", describe them. Note: Any classes described here consistent with the answer you provided in 1.2.</p>

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	Answer	Notes
Which of these sub-domains in the Mental Health Domain are covered in the classroom learning requirements? <i>Check all that are covered.</i>	<input checked="" type="checkbox"/> Mental health during pregnancy <input checked="" type="checkbox"/> Mental health after pregnancy <input checked="" type="checkbox"/> Trauma-informed care <b>If you have not checked all 3 boxes, STOP</b>	
Share the minimum hours of total classroom learning used to cover Mental Health Domain topics. <i>Choose one.</i>	<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	
What instruction formats are used to cover Mental Health Domain topics? <i>Choose all that apply.</i>	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	
Are there any requirements—beyond classroom learning described above—to cover the Mental Health Domain? <i>Choose one.</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	If you answered “yes”, use notes to describe the minimum requirements.

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## 2.5 Domain: Communication

	NJ FamilyCare's minimum standard
"Which of these sub-domains in the Communication Domain are covered in the classroom learning requirements?"	<p>To be approved, all sub-domains must be checked.</p> <p>All of these sub-domains in the Communication Domain must be covered to provide adequate education in communicating with clients, their families, and their care team.</p>
"Share the minimum hours of total classroom learning used to cover Communication Domain topics."	<p><b>Disclosure only</b></p> <p>Let us know of the total classroom learning hours dedicated to coverage of these topics.</p> <p>We will not expect that Domain hours across all 6 Domains will precisely add up to total training classroom hours shared in 1.2 because topics may overlap and/or you may include topics not in this rubric.</p>
"What instruction formats are used to cover Communication Domain topics?"	<p>To be approved, at least one of the 5 required Domains (i.e., 2.1-2.5) must be taught in a live format, to be consistent with the requirement for some live teaching (see 1.2).</p> <p>Let us know the instruction formats you use to provide instruction on these topics.</p>
"Are there any requirements—beyond classroom learning described above—to cover the Communication Domain?"	<p><b>Disclosure only</b></p> <p>Let us know if your doula training has additional minimum requirements that could include: readings, written assignments, tests, or additional classes. If "yes", describe them. Note: Any classes described here consistent with the answer you provided in 1.2.</p>

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	Answer	Notes
Which of these sub-domains in the Communication Domain are covered in the classroom learning requirements? <i>Check all that are covered.</i>	<input checked="" type="checkbox"/> Building and maintaining trust with clients <input checked="" type="checkbox"/> Working with healthcare professionals <b>If you have not checked both boxes, STOP</b>	
Share the minimum hours of total classroom learning used to cover Communication Domain topics. <i>Choose one.</i>	<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	
What instruction formats are used to cover Communication Domain topics? <i>Choose all that apply.</i>	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	
Are there any requirements—beyond classroom learning described above—to cover the Communication Domain? <i>Choose one.</i>	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<p>If you answered “yes”, use notes to describe the minimum requirements.</p> <ul style="list-style-type: none"> <li>• Transfer of Learning Activity: Supporting Camilla’s Birth Journey</li> <li>• Transfer of Learning: Kailyn’s Experience</li> </ul>



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## 2.6 Domain: Business

	NJ FamilyCare's minimum standard
"Which of these sub-domains in the Business Domain are covered in the classroom learning requirements?"	<p><b>Disclosure only</b></p> <p>Let us know if these sub-domains in the Business Domain are covered.</p>
"Share the minimum hours of total classroom learning used to cover Business Domain topics."	<p><b>Disclosure only</b></p> <p>Let us know of the total classroom learning hours dedicated to coverage of these topics.</p> <p>We will not expect that Domain hours across all 6 Domains will precisely add up to total training classroom hours shared in 1.2 because topics may overlap and/or you may include topics not in this rubric.</p>
"What instruction formats are used to cover Business Domain topics?"	<p>Let us know the instruction formats you use to provide instruction on these topics.</p>
"Are there any requirements—beyond classroom learning described above—to cover the Business Domain?"	<p><b>Disclosure only</b></p> <p>Let us know if your doula training has additional minimum requirements that could include: readings, written assignments, tests, or additional classes. If "yes", describe them. Note: Any classes described here consistent with the answer you provided in 1.2.</p>

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Which of these sub-domains in the Business Domain are covered in the classroom learning requirements? <i>Check all that are covered.</i>	<input checked="" type="checkbox"/> Marketing doula services <input checked="" type="checkbox"/> Finding clients <input checked="" type="checkbox"/> Client-doula agreements <input checked="" type="checkbox"/> Recordkeeping <input checked="" type="checkbox"/> Privacy <input checked="" type="checkbox"/> Liability	
Share the minimum hours of total classroom learning used to cover Business Domain topics. <i>Choose one.</i>	<input type="checkbox"/> 0 hours / Not covered <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	
What instruction formats are used to cover Business Domain topics? <i>Choose all that apply.</i>	<input checked="" type="checkbox"/> Live instruction <input type="checkbox"/> Pre-recorded instruction	
Are there any requirements—beyond classroom learning described above—to cover the Business Domain? <i>Choose one.</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	If you answered “yes”, use notes to describe the minimum requirements.

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## Part 3. Doula Training - Practical Experience

	NJ FamilyCare's minimum standard
<p>"What is the minimum number of birth experiences required?"</p>	<p>To be approved, there must be a minimum of three birth experiences.</p> <p>You must share the specific description your doula training uses for its "birth" requirement. To be approved, that description must be inclusive of the following features: a practical component of training where the doula provides in-person birth support in a birthing facility. The doula must actively participate, applying emotional support techniques, and (when there is client consent) hands-on physical support techniques learned in a classroom setting.</p> <p>Your training must require at least 3 birth experiences to provide adequate experiential / hands-on training in practice of doula work during labor and delivery. NJ FamilyCare approval does not mandate a specific minimum of experiences with vaginal or Cesarean births.</p>
<p>"Share whether you require any practical experience with any of these types of visits."</p>	<p><b>Disclosure only</b></p> <p>Let us know if your doula training has any of these additional practical requirements.</p>
<p>"Share whether you require a doula mentor to be present at any of these practical experience requirements."</p>	<p><b>Disclosure only</b></p> <p>Let us know if your doula training requires a doula mentor must participate in practical experience elements.</p> <p>As best practice, we recommend—but do not require—mentoring.</p> <p>Note: When a mentor is present, a mentor may provide guidance as appropriate, but the doula trainee remains an active participant.</p>

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	Answer	Notes
<p>What is the minimum number of birth experiences required? <i>Check all that apply.</i></p>	<p><input type="checkbox"/> None <b>(if selected, STOP)</b></p> <p><input type="checkbox"/> Vaginal: QTY: ____</p> <p><input type="checkbox"/> Cesarean: QTY: ____</p> <p><input checked="" type="checkbox"/> Vaginal or Cesarean: QTY: <u>3</u></p>	<p>Use notes to share the specific description for the required birth experience used by the doula 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 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>
<p>Share whether you require any practical experience with any of these types of visits. <i>Check all that apply.</i></p>	<p><input checked="" type="checkbox"/> Prenatal doula visit QTY: <u>1</u></p> <p><input checked="" type="checkbox"/> Postpartum doula visit QTY: <u>1</u></p> <p><input type="checkbox"/> Prenatal clinical visit QTY: ____</p> <p><input type="checkbox"/> Postpartum clinical visit QTY: ____</p> <p><input type="checkbox"/> Pediatric clinical visit QTY: ____</p> <p><input type="checkbox"/> Other: _____ QTY: ____</p>	<p>If you answered “other”, use notes to describe.</p>
<p>Share whether you require a doula mentor to be present at any of these practical experience requirements. <i>Choose all that apply.</i></p>	<p><input checked="" type="checkbox"/> No requirements for mentors to be present</p> <p><input type="checkbox"/> Birth experience</p> <p><input type="checkbox"/> Prenatal doula visit</p> <p><input type="checkbox"/> Postpartum doula</p> <p><input type="checkbox"/> Prenatal clinical visit</p> <p><input type="checkbox"/> Postpartum clinical visit</p> <p><input type="checkbox"/> Pediatric clinical visit</p>	

# Acknowledgement Form for Approval Packet

<b>Name of Doula Training Organization</b>	<b>New Jersey Maternal and Infant Health Authority (NJMIHIA)</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 Approval</b>	<b>NJMIHIA Community Based Doula Training</b>
<b>Point of Contact for Doula Training</b> (Name, Title, Phone, Email)	<b>Gabrielle Louis, Doula Program Management Officer</b> <b>Phone:</b> [REDACTED] <b>Email:</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 verify 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 Approval 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 Form is completed and signed by a Doula Program Administrator (a staff member responsible for the training associated with this Approval Packet).**

Signature: **Gabrielle Louis**

Date: **12/12/2025**

Name: **Gabrielle Louis**

Title: **Doula Program Management Officer**

Phone: [REDACTED]

Email: [REDACTED]





**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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Date

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Program Coordinator Signature

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 <small>AM</small> 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 <small>AM</small> 7m	<b>Adding in "Community Based"</b>		
10:22 <small>AM</small> 3m	<b>Evidence for Doulas</b>		
10:25 <small>AM</small> 15m	<b>Break</b>		
<b>Section 3: Health in a Community Context</b>			
10:40 <small>AM</small> 25m	<b>Defining Health</b>	<ul style="list-style-type: none"><li>• Health Definition</li><li>• Case Scenarios Activity</li></ul>	
11:05 <small>AM</small> 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 <small>AM</small> 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 <small>PM</small> 1h 00m	<b>Lunch</b>		
1:15 <small>PM</small> 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 <small>PM</small> 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 <small>PM</small> 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	Burnout		
12:10 PM 1h 00m	Lunch		
1:10 PM 45m	Doula Mental Health and Well-Being Strategies	<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
Section 4: Cultural Humility			
1:55 PM 30m	Cultural Terms and Definitions	<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	Implicit Bias, Microaggressions, and Developing Self-Awareness	<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	Break		
3:00 PM 1h 15m	Embracing Intersectionality	<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	Closing		
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>Spiritual 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	Evidence-Based Practices	<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	Break		
Section 3: The Baby's Journey Through Labor			
11:10 AM 2m	Overview	<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	Powers (Contractions)	<ul style="list-style-type: none"><li>• Video &amp; Discussion</li></ul>	Video: 10 min (contractions)
11:42 AM 10m	Passageway	<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	Passenger (Baby)	<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	Lunch		
Section 4: Providing Emotional and Physical Labor Support			
1:20 PM 25m	Psyche (Emotional State)		Video: 10 min (emotional duress during contractions)
1:45 PM 10m	Understanding Pain and Fear	<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	Position (Of Birthing Person)	<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	Break		
3:20 PM 45m	Comfort Measures	<ul style="list-style-type: none"><li>• Practice</li></ul>	
4:05 PM 15m	The Doula's Role in Supporting the Client Through Labor		
4:20 PM 10m	Closing/Transition to Day 2	<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></ul></li><li>Doula Professional and Relational Self-Care for Postpartum Support</li><li>Doula Emotional and Mental Self-Care for Postpartum Support</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 <small>AM</small> 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 <small>AM</small> 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 <small>AM</small> 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 <small>AM</small> 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 <small>PM</small> 1h 00m	<b>Lunch</b>	
<b>Section 3: Enrolling Clients</b>		
1:05 <small>PM</small> 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