
Continuing Education Program Guidelines

CE Guidelines-1

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Introduction

MEAC is an independent agency for professional direct-entry midwifery education in the United States. One of its roles is to provide expertise in the evaluation of continuing education (CE) for midwives and other women's health care providers. MEAC acts to approve as appropriate the CE programs that individual sponsors and national or state midwifery organizations offer to midwives and related professionals. Program sponsor organizations receive MEAC approval for their intended offerings, then award to participants the contact hours or equivalent continuing education units (CEUs). MEAC does not award the contact hour certificates or proof of attendance, or “accredit” CE programs. It approves learning opportunities presented by organizations/sponsors who then to award contact hours for their CE programs after review of their applications.

Advantages of MEAC Approval for Continuing Education Programs

MEAC’s mission is to promote excellence in midwifery education. Most licensed or professional midwives require CE programs for re-certification or license renewal. Approval of CE programs by an agency that has set criteria reflecting nationally recognized standards provides an assurance of educational quality for employers, governmental officials, and the public.

MEAC will advertise approved programs on our website if you would like. Email a brief description of the program for posting as you would like it to appear on the MEAC website to ceu@meacschools.org. MEAC reserves the right to edit the text of submissions as necessary, and accepts requests for further revisions.

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Criteria for Defining Continuing Education

Continuing education is a formal, planned, and measurable learning experience that provides on-going professional development and training for which academic credit is not awarded. Continuing education is intended to go beyond the basic skills and knowledge already obtained through basic professional midwifery education. MEAC approved continuing education must:

- Extend beyond basic (entry-level) midwifery education
- Update learning or skills
- Provide NEW learning or NEW skills
- Provide historical, philosophical, social, professional issues, or experiential perspective or enrichment

MEAC Criteria for Contact Hours

1. Each activity is planned in response to educational needs that have been identified for a target audience.
2. Each activity has clear and concise written statements of intended learning outcomes.
3. Qualified instructional personnel are involved in planning and conducting each activity.
4. Content and instructional methods are appropriate for the intended learning outcomes of each activity.
5. Sponsors of distance education, independent study programs, or activities without a live instructor such as homework must assess participant attainment of the learning objectives.
6. Each learning activity is evaluated by the participants.
7. The sponsor has an identifiable unit, group, or individual with clearly defined responsibilities for developing and administering learning activities
8. The sponsor has a review process that ensures that CEU criteria are met.
9. The sponsor maintains a complete record of each individual's attendee's participation and can provide a copy of that record on request for a period of at least seven (7) years.
10. The sponsor provides an appropriate learning environment and support services for participants.
11. MEAC keeps records of all applications for a period of four (4) years.

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Activities Appropriate for Continuing Education

- Presentation or program with a live instructor or discussion leader
- Independent study/distance learning courses and programs. These might include computer assisted instruction/online webinars, interactive videos, planned projects, and correspondence courses, which must include learner assessment and feedback
- Field trips, homework, and lab assignments that are an integral part of a structured program and for which learner assessment and program evaluation are both included

Ineligible Activities

- Courses for academic credit
- Association membership meetings, committee meetings, luncheons etc.
- Entertainment or recreational activities
- Travel
- Work study programs or individual scholarships
- Unmonitored study or work experience
- Study time, travel, assigned reading, or other activity outside the classroom activity unless the activity is monitored or assessed, and the learner receives feedback or and provides evaluation of the activity to the sponsors/presenters.
- Recertification programs offered by separate organizations providing their own authorized instructors such as CPR or Neonatal Resuscitation

Application Deadlines

Recommended deadline: 45 days prior to the program advertisement date. This will help ensure notification of program approval prior to the program dates and will allow enough time for any changes, clarifications, or additions needed.

MEAC DOES NOT REVIEW APPLICATIONS RECEIVED AFTER AN EVENT HAS TAKEN PLACE. If an application is received without adequate time for review, it must be advertised only as CE credit applied for, but not guaranteed.

Notification of approval, number of contact hours approved or contact hour denial will take a minimum of 30 days.

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Duration of Continuing Education Approval

Program content approval is good for two years from the date of receiving the MEAC's approval notification letter. The content of that program must be offered as approved in its entirety within two years in order to qualify for the originally approved contact hours.

Program sponsors **may award CE for individual sessions only** as a part of a program and not as an independent program. Sponsors who wish to offer individual sessions that have been approved as part of a larger program (e.g. MANA conference) must submit a separate individual application for contact hour approval. **Individual sessions offered independently *must resubmit another application for contact hour approval.***

Contact Hour Application Fees

Enclose the appropriate amount as described on the application.

Contact Hour Fee Schedule

	Corporation	Not-for-profit	MEAC Member Schools and NARM
4 hours or less	\$100.00	\$80.00	\$30.00
5 hours to 8 hours	\$200.00	\$150.00	\$50.00
Every hour over 8 hours	\$10.00 per hour	\$10.00 per hour	\$10.00 per hour

For additional help in determining contact hour fees, email ceu@meacschools.org.

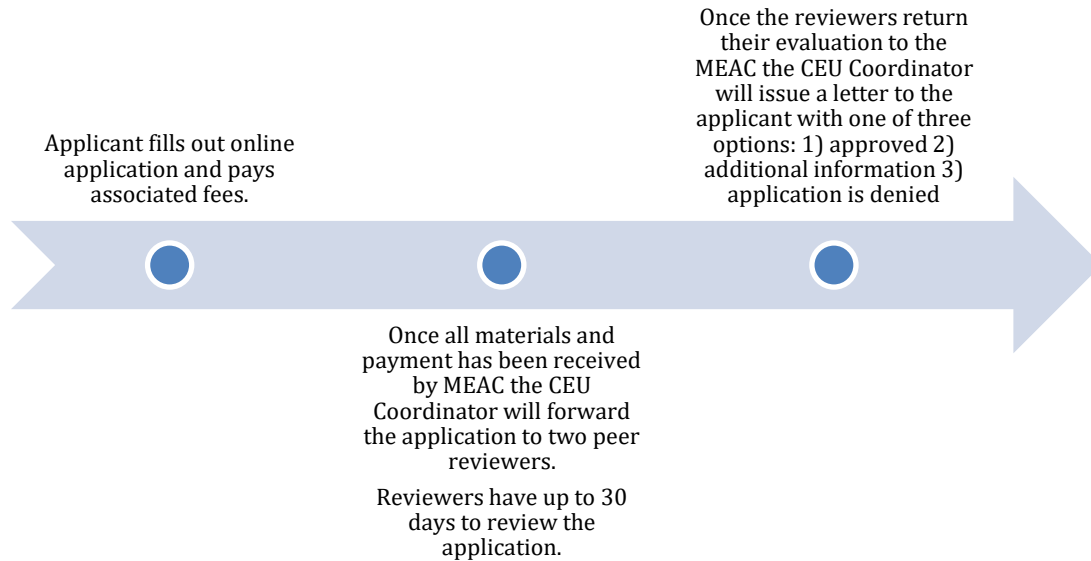
The appropriate application fee can be paid in one of three ways:

- By mail via check or money order made payable to MEAC and mailed to 850 Mt. Pleasant Ave, Ann Arbor, MI 48103 (please write the name of your program/workshop on the front of the check in the memo line)
- Along with the application via credit card on our website: <http://meacschools.org/approval-process-for-ceus/>
- Via PayPal directly to ceu@meacschools.org

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MEAC Approval Process

MEAC has established a volunteer committee of experts in midwifery education. Two evaluators will use MEAC standards in evaluating each application. The application must be a coordinated, well-designed, well-defined proposal where all sections of the application must be completed.



If the volunteer committee does not agree on the final evaluation, the CE chairperson will make a final determination. Program applicants have the right to appeal a denial/denied decision but may be required to await a response from the MEAC Board of Directors at their next regularly scheduled meeting. The sponsor will receive notice in writing of MEAC's determination.

Determinations will be as follows:

Approved: The program clearly meets all the established guidelines.

Approved Upon Completion: The program essentially appears to meet the guidelines; however the information is inadequate to make a clear and final approval determination. These applications will be returned for requested corrections or clarifications. **Program or session sponsors will have 30 days to respond with completed information. Otherwise contact hour approval will be denied.**

Denied: The program application is complete but the content does not meet all of MEAC's guidelines for approval of contact hours. (See "Activities Appropriate for Continuing Education" and "MEAC Criteria for Contact Hours" on page 4.) An explanation will be made for the denial.

Partial Program Approval: Some sessions within the overall program may meet criteria while others do not. Contact hours will be approved for those that meet criteria, and an explanation will be made for those that are denied approval.

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Determining How Contact Hours Are Awarded

The MEAC formula for determining a contact hour is:

60 minutes = 1 contact hour = 0.1 CEU

600 minutes = 10 contact hours = 1 CEU

In other words, it will take 10 contact hours to equal ONE (1) CEU. If a certifying body requires 3 CEUs every re-certifying period, then 30 contact hours of CE will be required.

It is important that the difference between contact hours and continuing education units (CEUs) be recognized when planning continuing education presentations. It is up to the learner to determine whether contact hours or CEUs are required for recertification/re-licensure. Certificates that organizers/presenters issue to learners must state both how many contact hours and how many CEUs MEAC has authorized.

Contact hours are calculated with the following formula: The cumulative number of program minutes divided by 60 equals contact hours. When the fractional part of an hour is 50 minutes or more, count it as a whole hour. Count any portion of an hour between 30 and 49 minutes as 30 minutes. Any part of an hour less than 30 minutes should be discarded. Do not count breaks, but you may count videos, discussions, feedback etc.

Example:

8:00-8:30 - Registration

8:30-9:30 - Prenatal Lab Work Update and Overview of Initial Profile **60 minutes**

9:40-10:30 - Changes, Additions and Rationale **60 minutes**

10:30-10:45 - BREAK

10:45-12:15 - Community Standards, CDC Recommendations **90 minutes**

12:15- 1:30 - Lunch and Presentations

1:30- 3:00 - Specialized Tests in Pregnancy **90 minutes**

3:00- 3:15 - Break

3:15- 4:45 - Abnormal Lab Values/MD Consultation **90 minutes**

Total contact minutes for this program equals 390 (6 hr 30 min), which divided by 60 equals 6.5 contact hours. To calculate CEUs, divide 6.5 contact hours by 10, which equals 0.65 CEUs.

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Calculating Contact Hours for Activities with No Preset Time Limit

A CE program may include independent study, sometimes called “distance learning,” practical hands-on experiences, or homework assignments that do not have a built-in timeframe intrinsic to the assignment. If the activity meets MEAC CE criteria, contact hours can be determined by calculating the average time several learners have spent in accomplishing the task.

Example 1: A reading of a case study. Three (3) learners are expected to read ten pages of material.

Minutes required for

Learner #1: 60

Learner #2: 85

Learner #3: 62

Total average minutes = 69

The average number of minutes of the above three learners is 69 minutes. Thus, learners would be awarded a total of 60 minutes or one contact hour of CE credit.

Example 2: Supervised practice of suturing of second-degree lacerations. Five (5) learners are each expected to perform 10 repairs under supervision. These repairs might occur at an actual birth or during a “lab” session, using simulated tissue, e.g. sponges or meat.

Laceration Repair #	1	2	3	4	5	6	7	8	9	10	Total Minutes
Minutes required for											
Learner #1:	20	30	25	15	30	20	35	20	25	40	260
											average minutes = 26
Learner #2:	40	30	45	30	35	25	25	20	20	15	285
											average minutes = 29
Learner #3:	20	20	15	12	15	25	10	15	10	20	162
											average minutes = 16

The average number of minutes of the above 3 learners is 24 minutes (rounded off) for each laceration repair. For 10 required laceration repair experiences, the learners would be awarded a total of 240 minutes or 4 contact hours of CE.

Documentation of the calculation should be submitted with the application.

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Speaker Changes

A speaker change may be made requested after the program has received approval as long as the new speaker has comparable comparative education and experience in the specific content area and uses the same behavioral objectives and course outline. MEAC must be notified in writing, and the new speaker's full résumé or CV must also be sent included with the request.

Record Maintenance and Contact Hour Awards

The sponsoring organization generates the Certificate of Attendance that is given to each participant after completion of the program. A template [or sample] copy of that form is requested as a part of the application submissions sent to MEAC for approval.

A certificate documenting the number of contact hours can serve as attendance verification and should include the following information:

- Participant's name
- Last four numbers of participant's social security number
- Program name
- MEAC ID approval #
- Date of activity (if available) or indicate multiple repeating presentations
- Number of contact hours awarded and equivalent number of CEUs
- Name and address of sponsor
- Speaker's/teacher's Participant's name

The sponsor also maintains, in a safe and accessible place, for a period of seven (7) years, a list containing all the information listed on the certificate above. For online programs, independent study, or distance learning classes, verifications of successful completion of the program via assessment documentation or post tests should also be kept by the sponsor. Assessment documentation or post tests for online programs, independent study, or distance learning classes verifying successful completion of the program should also be kept by the sponsor.

MEAC does not keep a record of attendance for programs it approves. The sponsor must do this and verify to MEAC how it intends to keep attendance records. MEAC keeps records of all applications for a period of four (4) years.

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Submission Instructions and Application Checklist

ALL APPLICATIONS MUST BE SUBMITTED ELECTRONICALLY via the MEAC website form. You must fill out a Program application AND, if your program contains more than one session, a separate Session application for each session must be filled out.

Definition for Program: Program is a class or course, workshop, online webinar, or a conference consisting of one or several sessions. A program can be composed of one or multiple sessions.

Definition for Session: A Session is one particular presentation on a topic or subject

Examples:

- a one-hour webinar covering one topic is a program with one session
- a conference with multiple topics/subjects is a program with multiple sessions (e.g. MANA Conference)
- an 8-hour workshop with a single topic is a program with one session
- an 8-hour workshop with 2 distinctly different topics is a program with 2 sessions

Program application via MEAC website <http://meacschools.org/approval-process-for-ceus/>

The form will also require the applicant to submit via upload the following items:

- **Program Brochure/ Flyer, or website URL.** A physical brochure, advertisement, or flyer, or the URL for an online brochure may be submitted. This advertisement may be a draft and should include:
 - a. The name of the program
 - b. The sponsoring organization
 - c. The date and schedule with allocation of expected session times
 - d. The cost of attendance (if available)
 - e. Names and credentials of presenters
 - f. Topics being presented
 - g. The target audience (midwives, doulas, childbirth educators, nurses, etc.)
 - h. Number of CE contact hours applied for
- i. Which organization(s) have approved the program for CE credit, or have been applied to for credit

Note: Some items may not apply to independent study/distance learning programs.

- **Evaluation Forms.** One (1) for entire program and one (1) for each session when individual sessions are presented.
- **Attendance Verification and Contact Hour Certificate sample.**

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- **Posttest(s) (if applicable).** Because attendance cannot always be verified for some online classes or independent study/distance learning programs, assessment of learning outcomes is required for such programs. If assessment is via a posttest, attach a copy/copies
- **Full CV or resume for each presenter** (PLEASE NOTE - short bios will not be accepted)
- **Session Summary Table if you apply for more than one session**
- **Fee (can be paid by check or on the MEAC website or via paypal.**
<http://meacschools.org/approval-process-for-ceus/>
See details on pages 6 or contact ceu@meacschools.org for assistance.

Incomplete applications *will not be* forwarded to the reviewers. Please read the Guidelines thoroughly to ensure that your application is complete.

Applications received by MEAC unaccompanied by the application fee *will not be* forwarded to the reviewers.

Refresher applications/courses for topics such as NRP, ALSO, suturing etc. may be submitted to MEAC for CE approval but will not be used for Certification Purposes needed for License Renewal. Refresher courses are literally by definition just a refresher course that a person can obtain CEUs for. For all courses MEAC requires the latest and most updated references and the most recently published scientific findings. All applications including refresher, resubmissions and/or initial go through the same MEAC Application process.

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Program Application Instructions

Program Title: State the name of the program. □ The title is the initial introduction of the topic being presented.

Target Audience: Identifying the target audience is crucial because the program's goals and objectives should dovetail with the CE needs of that audience. When determining this, planners should remember that *needs are not the same as interests in a subject. Interests change and are personal. Needs represent identified deficiencies or opportunities for improvement?*

Sponsor Organization/Agency/Program Providers: List all parties involved in sponsoring the program.

Contact Person: List the point person in charge of organizing the program, with mailing address, city, state, zip code, phone number, and email.

Location of Presentation: List the name and address of the site where the program will be held. (*Note: Not applicable to online webinars, to independent study/distance learning programs or to programs that will be repeated during the two-year period of approval.*)

Program Date(s): List the planned date or dates for the program. For independent study/distance learning programs, list the timeframe/dates for offering this program. If a program will be repeated, list any dates currently scheduled. Approval is good for two years from the date of MEAC's approval letter.

Online Continuing Education Calendar Listing: Indicate whether the program should be listed on MEAC's events calendar.

Number of Program Sessions: List on the Session Summary Table the total number of sessions eligible for contact hour consideration. See page 5 for determining eligibility.

Total number of contact hours applied for: See pages 8 and 9 for how to perform calculation. The length of the class must be a realistic time estimate of how long it will take to cover each area of the topic.

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Planning Committee: List the persons who planned the conference, including at least one (CPM/LM/CNM/CM). Experienced midwives need to be involved in the planning of programs that enhance midwifery expertise or represent midwifery standards to the community.

Application Fee: Application fee can be paid in one of three ways: Via check or money order made payable to MEAC and mailed to 850 Mt. Pleasant Ave, Ann Arbor, MI 48103 (please write the name of your program/workshop on the front of the check in the memo line); Sponsors can also complete application fee payment via credit card on our website: at <http://meacschools.org/approval-process-for-ceus/> or send fees directly via PayPal to ceu@meacschools.org.

Program Details

1. **How and why was this program subject chosen?** Explain how your group decided on the specific CE topic, for example, new skill requirements, new protocols, survey of midwives, or survey of previous program participants.
2. **If an independent study/distance learning program, how will learning be assessed?**
3. **How, with whom, and where will your organization maintain program attendance records for the required seven-year period?**

Give person's name, address, phone, email and any other contact information necessary to locate these records if needed. When the sponsor's contact information is different from the record keeper's contact information, provide BOTH with distinctions as to which one physically maintains the records.

4. **Is this program co-sponsored with another agency?** Answer as applicable.

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Session/Speaker Application Instructions

Fill out a separate online form for each presentation or subject.

Reference the overall program title

List Speaker Name(s):

List name(s) and credentials of presenter(s). The credentials of the named presenters are the initial indication of their qualifications to teach the session.

Session Title:

Give the title of the session.

Session Length in minutes:

Give the length in minutes of the session including discussion time but not counting breaks or meals. (See page 9 for how to calculate independent study sessions.)

Teaching/Delivery Methods:

This may be by means such as lecture, discussion, case study/critical incident review, demonstration, role play, brainstorming, etc. or in the case of independent study/distance learning: teaching methods may include video, webinar, workbook module, etc.

List Measurable Behavioral Objectives or Learning Outcomes:

The behavioral objectives describe what the participant will master as a result of attending this session. Each one objective must be **observable** and **measurable**.

Words that convey a clear, measurable objective are words such as:

Participants **will be able to list** 10 steps in the management of . . .

Participants **will be able to summarize** in writing . . .

Participants **will be able to demonstrate** by role play or return demonstration . . .

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Verbs to use include:

- list, describe, recite, write
- compute, discuss, explain, predict
- apply, demonstrate, prepare, use
- analyze, design, select
- compile, create, plan, revise
- assess, compare, rate, critique

Words that DO NOT convey a measurable objective and should not be used are:

Participants **will share an understanding** of . . .

Participants **will develop an appreciation** for . . .

Learners **will learn how to** deal with . . .

Other verbs to AVOID: know, understand, learn, appreciate, become aware of, become familiar with, etc.

Outline Session Content:

Each outline section *should include the time allotted* to cover its contents. The outline should be relevant to each behavioral/learning objective. The content should be appropriate for the target audience and learning environment and should reflect what realistically can be accomplished in the time allotted.

For Independent Study/Distance Learning -- Describe How Learning Outcomes Will Be Assessed: (Only required for independent study/distance learning programs or other activities not involving a live instructor.) Some method of evaluation is *required* when learning programs or other activities takes place without a live instructor. These demonstrations of knowledge may be in the form of:

- written test questions (multiple choice, true/false)
- written exercises or reports
- return demonstration with instructor
- case studies
- simulations or practice

Describe what criteria the learner must to do achieve to be awarded CE credit a “passing grade” (e.g., answer 80% of all questions correctly, etc.)

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Note: Programs are approved for a two-year period. If the independent study/distance learning program will be offered for longer than six-months, a unique posttest must be devised for each six month period. If more than one posttest will be required, submit all of them with the application.

Provide references or bibliography for each session:

Each reference **must include a complete citation**, including author, date, publisher, etc. Internet sources must also include URL and date accessed.

Appropriate sources that support presentation content are required. Continuing education means new, updated information that is intended to build on the entry-level and/or established knowledge of the participants.

Knowledge and skills valuable to out-of-hospital midwives may come from many sources and are not confined to what can be learned from research journals or textbooks. All sources must be relevant to the topic and credible. They may include the presenter's own articles, books, or personal experience provided that the presenter's credentials establish her or his authority on the topic.

In order to ensure applicability to contemporary practice, **clinical or social science research updates must include** at least three references published in peer-reviewed journals within the past 10 years or the most recent version if citing systematic reviews from collections such as the Cochrane Database. If no research on the topic has been published within the 10-year time frame, presenters may apply for an exception by submitting an annotated list of key studies explaining their relevance.

Attach a full-length résumé or curriculum vitae (CV) for each presenter:

Presenters must document in a full résumé or CV that establishes their qualifications to teach the content of their presentation. A brief biography is not adequate.

Documentation may include relevant educational degrees, CE workshops, professional credentials, work experience, publications, or other presentations relevant to the session topic. If presenters are teaching more than one session in the program, submit the presenter's résumé with the first scheduled session being presented and note in subsequent session applications where in the application the résumé is located. (i.e., "Qualifications are listed in the Session/Speaker Application Form for *Baby Blues: An Epidemic?*")

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Cultural Competency *Applications Guidelines*

Over the past several years, MEAC has engaged in an effort to address complicity in structural oppression in midwifery education. To move forward using our newly focused lens, MEAC is updating a portion of our Continuing Education Application Guidelines.

As a nationally accredited agency responsible for setting the standards for direct entry midwifery education, MEAC recognizes its role in shifting the midwifery education process to address disparities in outcomes for infants and birthing people. MEAC is committed to ensuring that all recipients of MEAC Continuing Education Units (CEUs) develop and maintain the necessary competencies, knowledge, skills, and abilities required by midwives, regardless of race, ethnicity, gender, ability, employment, socioeconomic, or immigration status..

We know that biases and inequities can be unintentionally woven into presentations. MEAC openly and deeply holds that the values of justice, equity, diversity, and inclusion are important and essential components of all midwifery education.

As an equity-focused accreditation agency, MEAC will:

- Provide guidelines that help CEU organizers and instructors embrace and support their students as dynamic individuals with multiple intersecting identities.
- Foster educational environments that enable those who have experienced high levels of marginalization to experience achievement, fairness, and opportunity within direct entry midwifery education, including through continuing education.
- Empower CEU organizers and instructors to develop varied and innovative models that remove structural barriers to obtaining midwifery continuing education.

MEAC acknowledges that:

- Equity work is a process that requires commitment to engaging and re-engaging in dismantling structural oppression.
- Structural oppression in education and healthcare disproportionately impacts black people, indigenous people, LGBTQIA++ communities, people of color, immigrants, those with varying abilities, and other disadvantaged populations.
- As an accrediting organization, we have the ability and responsibility not only to apply an equity lens to our work, but also to influence midwifery education overall in the adoption of principles of justice, equity, diversity, and inclusivity.

MEAC's vision as an equity-focused and justice-oriented agency will challenge systems and beliefs of oppression individually, within our organization, and in the broader contexts of education and health.

Toward that end, we are asking new questions in the CE applications. These questions below will help you consider how you structure your material and presentation.

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We ask you to complete the questionnaire below to help us understand how you have approached and incorporated social justice into the design of your presentation. We want this tool to encourage our applicants to broaden the provision of continuing education to midwives. Answering “no” to the questions below does not necessarily mean that your application will be denied, but MEAC wants you to consider why your answer is no, and what work you might need to do to come to yes.

Self-Reflection before submitting an application:

- List of persons who planned the presentation(s), specifically noting any BIPOC committee members (required for any classes specifically addressing disparities and equity)
- Does this application reinforce stereotypes, stigmas, and/or general biases?
- How are you centering the voices of those most impacted by your session topic? (e.g. if you are discussing disparities in health outcomes, how are you centering the voices of those impacted by such disparities?)
- How are you addressing issues of equity and justice in, for example, race, ethnicity, religion, sexual orientation, gender, ability, etc?
- How are you evaluating the sources/authors in your bibliography to determine their authenticity in exploring issues surrounding disparities and equity?

Integrating Important Concepts		
Initial or Circle	Things to Consider	
Y / N	Does your course include or take into account at least one of the following? Circle any of the following concepts you address in this course.	
	Health equity	Social justice
	Unconscious/ Implicit Bias	Disparities/ Resilience
	Historical trauma/ Cultural healing	Health literacy
	Reproductive/ Birth justice	Social determinants of health
	Structural competency	Structural violence
	Structural humility	Power and privilege
	Critical consciousness	Life course perspective

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	Weathering Theory	Why people have a hard time talking about race
	Racial anxiety	Stereotype and identity threat
	Ally/ Accomplice	Microaggressions and microinvalidations
	Framework for quality apologies	Multicultural sources of wealth
	Strengths-based approach	Cultural competency vs cultural humility
	Overcoming stereotype threat/ Wise feedback	Intersectionality
	Growth mindset	Positive racial climate
Noticing Who is Given Expert Status		
Y / N	I have considered the status of the teachers and experts on the subject matter of the presentation. (Are they all white, able-bodied, cis-gendered, heterosexual, etc? Are there any guest speakers who can represent and balance diverse perspectives?)	Acknowledge and explain if there are no other options:
<u>Focusing on Strength & Resilience, not just disparities/inequities.</u>		
Y / N	<ul style="list-style-type: none"> I have worked to convey the concept of inequities rather than disparities. (Tone and language should regularly emphasize the strength & resilience of communities and individuals especially when examining inequities.) 	
Y / N	<ul style="list-style-type: none"> I have considered the tone and focus when discussing sensitive topics e.g. GDM risk in native populations displaced from traditional foods vs genetics and focus on strengths-based interventions. 	
Y / N	<ul style="list-style-type: none"> I have considered activities that increase motivation and hope by fostering a growth mindset. 	
<u>Reconsider Content and Highlight Diverse Resources</u>		
Y / N	I have acknowledged the historical realities that impact	

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	experience e.g. Legacy of enslaved persons being forced to breastfeed white babies, legacy of underprivileged persons being forced to breastfeed babies of elite classes.	
Y / N	I have considered that the Lived Experience of pregnant/PP families who are from marginalized groups is different from white, able-bodied, cis-gendered, heterosexual norms.	
Enabling Students to see themselves in the course content & establish a sense of belonging and connection		
Y / N	Are there any communities invisible in your course content? (e.g. racial/ethnic/religious minorities, refugees, immigrants, those living in medically underserved rural or urban areas, or persons who are hungry, homeless, mentally ill, incarcerated, low income, LGBTQI2S, differently abled, etc.)	
Y / N	I have evaluated how my course contributes to my students' sense of belonging especially for first generation and non-majority students	
Emphasizing Community Connections		
Y / N	I have highlighted national, regional, and local organizations run by and working with/for diverse populations. e.g. Black owned/run, BIPOC owned/run, LGBTQ owned/run organizations.	
Considering Implications for Vulnerable/ Resilient Populations or Those on the Margins		
Y / N	I have assessed whether my course content considers implications/impacts for vulnerable/resilient populations (of pregnant/PP families) or those on the margins such as racial/ethnic/religious minorities, refugees, immigrants, those living in medically underserved rural or urban areas or persons who are hungry, homeless, mentally ill, incarcerated, low income, LGBTQI2S, differently abled, etc.	
Assessing Terminology/Language		
Y / N	<ul style="list-style-type: none"> I have used person-first language. For example person with diabetes (not diabetic person), person with obesity (not obese person), person experiencing homelessness (not homeless person), person born with Down Syndrome 	

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	(not Down's person).	
Y / N	<ul style="list-style-type: none"> I have removed/avoided co-opting language e.g. "pow wow", "tribe", "elder/granny midwife". 	
Y / N	<ul style="list-style-type: none"> I have used gender-inclusive language throughout my handouts, presentation, syllabus, etc. ("people" or "folx" instead of "men and women", "pregnant person" or "birthing person" instead of "woman" or "mama", except where referring to a person whose gender preference is known) 	
Reconsidering the Content of Questions Posed & Case Study Examples		
Y / N	I have avoided stereotyping and considered who is given visibility in my case examples, pictures, etc.	
Y / N	I have considered the impacts on some of the most vulnerable (and yet resilient) pregnant/birthing/postpartum persons.	
Assessing Methods of Evaluation		
Y / N	<ul style="list-style-type: none"> My course evaluation specifically asks about whether students perceive racism or other different isms and if content seems relevant to diverse communities they hope to serve, etc. 	
Allowing for Diversity of Expression & Reactions		
Y / N	<ul style="list-style-type: none"> I have considered the type and diversity of learning activities I include to support diverse learning styles e.g. journaling, etc 	
Mapping Student Demographics		
Y / N	I have acknowledged the US/Canadian territories, states, and/or provinces everywhere that are referenced.	
Y / N	<ul style="list-style-type: none"> I have included articles/information relevant to the demographics and/or interests of the students I will be teaching e.g. postpartum support related to race/ethnicity, country (or parents) of origin, religious minorities, 	

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	LGBTQI2S, deaf persons, incarcerated persons, etc	
Addressing All Learning Styles		
Y / N	<ul style="list-style-type: none"> I have taken into account various learning styles (e.g. gamification, small group coursework, diverse media including relevant poetry, art, and song, use of audio-visual resources where appropriate, activities that require movement, strategies that enable students to build self-efficacy - such as seeing a peer succeed at a task, using verbal persuasion and affirmations, reducing stress and anxiety, using collaborative, conceptual, and creative pedagogies, etc). 	
Reviewing Content for Cultural Appropriation		
Y / N	I have examined my course content for cultural appropriation e.g. smudging, etc	
Crafting a Syllabus Statement		
Y / N	<ul style="list-style-type: none"> I have considered/consider making a statement about my course/content/teaching philosophy that sets a tone of for learning. 	
Y / N	<ul style="list-style-type: none"> Highlight what you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued. 	
Committing to Lifelong Learning		
Y / N	<ul style="list-style-type: none"> I have considered what commitments I want to make with this course to expand my foundation of knowledge regarding social justice, antiracism, equity in education, etc. 	
Y / N	<ul style="list-style-type: none"> I have considered how I can equip myself to feel better prepared to address and confront racism and other forms of oppression that happen in my course. 	

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