

# STANDARDS FOR RENEWAL OF CERTIFICATION

BY THE

AMERICAN ACADEMY OF FERTILITY CARE PROFESSIONALS

Fertility*Care* PRACTITIONER

## CODE OF ETHICS

**STANDARD 1.0: THE APPLICANT ACCEPTS AND ADHERES TO THE PRINCIPLES AND STANDARDS FOR PROFESSIONAL CONDUCT OF THE Fertility*Care* PROVIDER AS OUTLINED IN THE CODE OF ETHICS OF THE AMERICAN ACADEMY OF FERTILITY CARE PROFESSIONALS (AAFCP).**

**RATIONALE** 1.1.1: Professions shall have an ethical base to protect the consumer, the provider and the profession itself.

1.1.2: Adherence to the principles and standards for professional conduct of the Fertility*Care* provider in the Code of Ethics of the Academy ensures that the Fertility*Care* service is delivered with the best interest of the client, the provider and the profession as the primary concerns.

**ASSESSMENT** 1.2.1: The applicant shall submit a statement attesting to his agreement to accept and adhere to the Code of Ethics of the Academy.

## CURRENT CERTIFICATION

**STANDARD 2.0: THE APPLICANT PROVIDES DOCUMENTATION OF CURRENT CERTIFICATION BY THE AAFCP.**

**RATIONALE** 2.1.1: Certification by the Academy demonstrates recognition that the applicant has met the Academy standards established to measure competency.

**ASSESSMENT** 2.2.1: A copy of the current certificate, or letter verifying such, is submitted as part of the application process.

## **TEACHING CREDITS**

**STANDARD 3.0: THE APPLICANT IS REQUIRED TO OBTAIN TEN TEACHING CREDITS IN *FertilityCare* WITHIN THE TWO YEARS PRIOR TO APPLICATION FOR RENEWAL OF CERTIFICATION.**

**RATIONALE** 3.1.1: Acquiring ten teaching credits ensures professional activity within the field of *FertilityCare*.

3.1.2: Active involvement within the field of *FertilityCare* fosters professionalism in the individual and promotes a current level of knowledge.

**ASSESSMENT** 3.2.1: To renew certification, the applicant must obtain the necessary ten teaching credits. The applicant must demonstrate that he has managed a minimum of ten new client/couples during the two years prior to renewal of certification. This qualifies under the renewal of certification process for the total ten teaching credits. Obtaining teaching credits through direct teaching of client/couples is the preferred means of meeting this standard.

3.2.2: For those teachers who have taught less than ten new client/couples (but between four and nine new client/couples) during the two years prior to application for certification renewal, teaching credits must be obtained to bring up the total number of teaching credits up to ten in any one of a number of the following options:

A. Ten hours of formal outreach or professional presentations shall be considered equivalent to one teaching credit.

B. Work related to *FertilityCare* such as *FertilityCare* administrative activities, *FertilityCare* nursing related work, *FertilityCare* fundraising activities, and other similar *FertilityCare* related activities shall be given one credit for each twenty hours of involvement in such activity.

C. Attendance and participation at the annual meeting of the AAFCP shall be considered equivalent to two teaching credits (proof of attendance and participation shall be necessary).

- D. Research in Fertility*Care* shall be given one teaching credit for each twenty hours of involvement in such activity.
- E. For an Educator or Supervisor, involvement as a faculty member of an Academy approved education phase shall be given one teaching credit.
- F. For an Educator or Supervisor involved in supervising Interns in an Academy approved education program, they shall be granted one teaching credit for supervising an Instructor or Medical Consultant Intern; two teaching credits for supervising a Practitioner Intern; and three teaching credits for supervising a Supervisor or Educator Intern.
  - a. Note that in the teacher's attempt to obtain the ten teaching credits for renewal of certification, no options exist for such renewal where the teacher has taught less than three new client/couples in the two years prior to application for renewal.

**FIELD SERVICE—TEACHING**

**STANDARD 4.0: THE APPLICANT HAS ACTIVELY TAUGHT IN THE LAST TWO YEARS PRIOR TO APPLICATION FOR RENEWAL OF CERTIFICATION.**

RATIONALE 4.1.1: Active delivery of Fertility*Care* is essential to continuing competence in teaching.

4.1.2: Active delivery of Fertility*Care* services is essential to an adequate assessment of competence.

ASSESSMENT 4.2.1: Commencement and duration of active teaching since receipt of current certification is noted on the renewal of certification application form.

**STANDARD 5.0: CERTIFICATION APPLIES ONLY TO THE CREIGHTON MODEL Fertility*Care* System.**

RATIONALE	<p>5.1.1: Expertise in one model of natural family planning teaching does not ensure expertise in providing NFP services through other models.</p> <p>5.1.2: The Academy is only able to certify applicants who teach the <b>CREIGHTON MODEL FertilityCare</b> System, which has been thoroughly evaluated by the Academy.</p>
ASSESSMENT	<p>5.2.1: The applicant must indicate on the application all models being taught in addition to the <b>CREIGHTON MODEL FertilityCare</b> System.</p> <p>5.2.2: The applicant shall submit a statement attesting to the complete understanding that certification applies only to the teaching of the <b>CREIGHTON MODEL FertilityCare</b> System, which is approved by the AAFCP as a model of natural family planning.</p>
<b>STANDARD 6.0: THE APPLICANT MUST TEACH TEN NEW CLIENT COUPLES DURING THE TWO YEARS PRIOR TO APPLICATION FOR RENEWAL OF CERTIFICATION.</b>	
RATIONALE	<p>6.1.1: Proficiency in teaching the <b>CREIGHTON MODEL FertilityCare</b> System can be further accomplished by actively teaching.</p> <p>6.1.2: The true learning of the <b>CREIGHTON MODEL FertilityCare</b> System takes place at the follow-ups; a true experience in teaching the <b>CREIGHTON MODEL FertilityCare</b> System takes place at those sessions.</p> <p>6.1.3: The skills learned in the education program are further developed through teaching clients.</p> <p>6.1.4: To maintain competency in the basic skills required to teach the <b>CREIGHTON MODEL FertilityCare</b> System, a teacher needs to continue to teach new clients.</p> <p>6.1.5: Certification should ensure the public that the provider is active in the delivery of service.</p>
ASSESSMENT	<p>6.2.1: Indication should be included on the renewal of certification application form of the number of clients taught in the two year period prior to application for renewal of certification.</p> <p>6.2.2: A confidential case list, where anonymity is maintained, of three new clients selected by the applicant, is provided and</p>

submitted as part of the as part of the application. These must be three clients who have entered the program within the last two years and have a minimum sum of ten follow-ups.

**STANDARD 7.0: THE APPLICANT PRESENTS AT LEAST TWO INTRODUCTORY SESSIONS WITHIN THE TWO YEARS PRIOR TO APPLICATION FOR RENEWAL OF CERTIFICATION.**

RATIONALE 7.1.1: The skills of a small group presentation are different than the skills of individual follow-up and need to be maintained through repeated presentations.

ASSESSMENT 7.2.2: The application includes written documentation of the number of introductory sessions conducted in the two years prior to renewal of certification.

**STANDARD 8.0: THE APPLICANT DEMONSTRATES THE RESPONSIBILITY FOR PLANNING EACH COUPLE'S PROGRAM OF EDUCATION AS WELL AS IMPLEMENTING, SUPERVISING, EVALUATING AND ADAPTING THAT PROGRAM, SO THAT COMPETENT CASE MANAGEMENT IS ACCOMPLISHED AND ADEQUATE RECORDS ARE MAINTAINED.**

RATIONALE 8.1.1: Each couple is a unique learning system, with individual learning needs and abilities.

8.1.2: To effect optimal learning, teaching must be specific to the learning needs and abilities demonstrated.

8.1.3: Each couple has a right to knowledge of their actual intervals of fertility and infertility.

8.1.4: Patterns of fertility and infertility can differ from woman to woman and, over the course of a woman's reproductive years, an individual woman's pattern of fertility and infertility can change.

8.1.5: Accurate identification of actual intervals of fertility and infertility can be accomplished only through individualized case assessment and case management.

8.1.6: Adequate records must be maintained on each case so that teaching delivered, knowledge learned and case management accomplished can be followed as progress occurs.

8.1.7: Adequate records reflecting progress allow the teacher to meet client needs in an individualized, ongoing fashion.

ASSESSMENT 8.2.1: A confidential case list, where anonymity is maintained, is submitted as part of the application. (See 6.2.2.)

8.2.2: Case review is accomplished through review of the case list, and a case may be requested at the discretion of the Commission on Certification.

**STANDARD 9.0: THE APPLICANT CONDUCTS PREGNANCY EVALUATIONS ON ALL CLIENTS WHO ACHIEVE A PREGNANCY.**

RATIONALE 9.1.1 All pregnancies that occur should be evaluated for estimated time of conception (ETC) and intention using the **CREIGHTON MODEL FertilityCare** System.

9.1.2: The pregnancy evaluation can aid in assessment of the quality of *FertilityCare* services provided.

9.1.3: The pregnancy evaluation aids the couple in identification of their due date.

9.1.4: The couple can discuss feelings about the pregnancy at the time of the pregnancy evaluation.

9.1.5: The effectiveness of the system can continually be monitored through the process of pregnancy evaluation.

9.1.6: Pregnancy evaluation leads to the development of support during the pregnancy and re-entry into the *FertilityCare* program after delivery.

ASSESSMENT 9.2.1: The certification application form includes:

A. Number of new clients entered within the last two years;

B. Number of those clients who have achieved a pregnancy

C. Number of pregnancy evaluations conducted on those clients; and

D. Classification of pregnancies from pregnancy evaluations conducted.

## **FIELD SERVICE—FORMAT**

**STANDARD 10.0: THE APPLICANT ADHERES TO THE MODEL SPECIFIC TEACHING TOOLS AND FORMAT AS PRESCRIBED BY THE CREIGHTON MODEL FertilityCare EDUCATION PROGRAM.**

RATIONALE 10.1.1: The teaching tools and format of **CREIGHTON MODEL** education programs have been evaluated and found to be appropriate to quality *FertilityCare* service.

10.1.2: It is important to use these tools and provide this approach in order to maintain the integrity of the **CREIGHTON MODEL FertilityCare** System.

ASSESSMENT 10.2.1: Documentation of the use of **CREIGHTON MODEL** specific tools and format will be requested as part of the certification process.

**STANDARD 11.0: THE APPLICANT DEMONSTRATES THAT THE FOLLOW-UP TEACHING IS INDIVIDUALIZED, PRIVATE AND CONFIDENTIAL.**

RATIONALE 11.1.1 Each client has individual learning needs.

11.1.2: Individual learning needs can best be met through individualized teaching.

11.1.3: Each client/couple is a unique learning system.

11.1.4: Individual teaching sessions allow for proper case assessment and management to be accomplished.

11.1.5: The client use of the **CREIGHTON MODEL FertilityCare** System is private in nature.

11.1.6: Professionals providing service in matters private in nature must provide a setting affording privacy to those seeking service.

11.1.7: Professionals maintain client confidentiality.

ASSESSMENT 11.2.1: A written statement of the way in which the applicant maintains individualized instruction, privacy and confidentiality is submitted.

**STANDARD 12.0: THE APPLICANT MAINTAINS STRUCTURE AND CONTENT OF INDIVIDUAL FOLLOW-UPS AS PRESCRIBED BY THE CREIGHTON MODEL FertilityCare System.**

- RATIONALE
- 12.1.1 The structure and content of individual follow-up, through review by the Academy, meets an Academy approved standard for effectiveness.
  - 12.1.2: Adherence to this structure and content should result in the same effectiveness rate as already approved by the Academy for the **CREIGHTON MODEL** System.
  - 12.1.3: Alteration of the teaching format may affect results realized by the client.
  - 12.1.4: Standardization assures that clients have equal access to the **CREIGHTON MODEL** System and use specific *FertilityCare* information which is necessary for their successful use of the system.
- ASSESSMENT
- 12.2.1: The applicant reflects on the application form the continued maintenance of the structure and content of individual follow-ups as prescribed by the **CREIGHTON MODEL FertilityCare** System.

**STANDARD 13.0: THE APPLICANT MAINTAINS A TEACHING SCHEDULE AT APPROPRIATE INTERVALS AS RECOMMENDED BY THE CREIGHTON MODEL FertilityCare System.**

- RATIONALE
- 13.1.1: The client will learn the **CREIGHTON MODEL FertilityCare** System more effectively if the teaching is structured over a period of time.
  - 13.1.2: The client will learn more quickly if the teaching schedule, which has been proven to be effective, is maintained.
- ASSESSMENT
- 13.2.1: The applicant reflects on the application form that the teaching schedule is maintained at appropriate intervals as recommended by the **CREIGHTON MODEL FertilityCare** System.

**STANDARD 14.0: THE APPLICANT DEMONSTRATES RESPONSIBILITY FOR MAINTAINING LONG TERM FOLLOW-UP UNTIL CLIENT INDICATES DESIRE FOR NO FURTHER FOLLOW-UP.**



- RATIONALE
- 14.1.1 Couples often require support for their decision to use Fertility*Care* services throughout their reproductive years.
  - 14.1.2: Few areas of society today actively support the use of a natural method of family planning.
  - 14.1.3: The Fertility*Care* provider is able to offer support and encouragement to couples through contact during long term follow-up sessions.
  - 14.1.4: A woman's pattern of fertility/infertility can change over the course of her reproductive years; changes in patterns of fertility/infertility may require case management to allow a couple to accurately identify when they are fertile and infertile.
  - 14.1.5: Case management can be accomplished at the time of follow-up.
  - 14.1.6: If patterns of fertility/infertility change, these changes can lead to confusion and discouragement on the part of the couple if their case is not adequately assessed and managed.
  - 14.1.7: Adequate assessment and management of cases requires ongoing follow-up. Clients often do not initiate contact with the Fertility*Care* provider when difficulties arise because they do not always recognize the need for this.
- ASSESSMENT
- 14.2.1: The Fertility*Care* provider shall contact a client/couple at least twice in an attempt to schedule a follow-up appointment.
  - 14.2.2: Written documentation of contacts to schedule appointments shall be kept in a client's record.
  - 14.2.3: The applicant reflects, through the application process, compliance with this standard.

## **FIELD SERVICE—DATA**

**STANDARD 15.0: THE APPLICANT DEMONSTRATES DATA ON CLIENT EVALUATION OF TEACHING SESSIONS AND THE TEACHER PERFORMANCE WHICH MEETS OR EXCEEDS THE NORM PRESENTED BY THE CREIGHTON MODEL Fertility*Care* System.**

RATIONALE	<p>15.1.1: Evaluation of teaching is important to assessment of service provided as a component of quality.</p> <p>15.1.2: Evaluation of a teacher's performance which meets or exceeds the norm demonstrates acceptable levels of performance.</p> <p>15.1.3: The recipients of service are in a position to assess the service.</p> <p>15.1.4: When statistics on program evaluation are kept, the program can be better presented to the public.</p>
ASSESSMENT	<p>15.2.1: The applicant keeps an annual tally of responses of the clients' evaluation of the teaching sessions and performance for all clients taught, as a means of self assessments.</p> <p>15.2.2: The applicant reflects, on the application form, that such a tally is being kept.</p>
<b>STANDARD 16.0:</b>	<p><b>THE APPLICANT DEMONSTRATES DOCUMENTATION OF CLIENT SATISFACTION AND CONFIDENCE LEVELS AS PRESENTED BY THE CREIGHTON MODEL FertilityCare System.</b></p>
RATIONALE	<p>16.1.1: Clients who express satisfaction and confidence in using the <b>CREIGHTON MODEL FertilityCare</b> System will be more likely to continue its use.</p> <p>16.1.2: Client satisfaction and confidence levels reflect the quality of teaching.</p> <p>16.1.3: Evaluation of teaching is important to assessment of the service provided as a component of quality control.</p> <p>16.1.4: Clients are in the best position to monitor their satisfaction and confidence with their personal use of the <b>CREIGHTON MODEL FertilityCare</b> System.</p>
ASSESSMENT	<p>16.2.1: The applicant annually reviews, on a follow-up by follow-up basis, the satisfaction and confidence responses for all new clients taught as a means of self assessment.</p> <p>16.2.2: The applicant reflects, through the application process, that such a review if conducted.</p>

**STANDARD 17.0: THE APPLICANT DEMONSTRATES RESPONSIBILITY FOR PROGRAM STATISTICS CONCERNING THE NUMBER OF FOLLOW-UPS, PREGNANCY EVALUATIONS, DEMOGRAPHIC DATA, CLIENT POPULATION, ETC. AS PRESCRIBED BY THE CREIGHTON MODEL FertilityCare System.**

RATIONALE 17.1.1: A professional is accountable for maintaining statistical information concerning clients in the program.

17.1.2: A FertilityCare provider can assess the level of service being delivered through program statistics.

17.1.3: When program statistics are maintained, the program can be better presented to the public.

ASSESSMENT 17.2.1: The applicant reflects, through the application process, that such a compilation is being maintained.

## **REFERRAL**

**STANDARD 18.0: THE APPLICANT DEMONSTRATES THE AVAILABILITY OF AN APPROPRIATE REFERRAL LIST OF RESOURCES TO ASSIST IN THE MANAGEMENT OF SITUATIONS OR PROBLEMS WHICH MIGHT ARISE IN THE TEACHING SETTING.**

RATIONALE 18.1.1: The FertilityCare provider is prepared to teach the CREIGHTON MODEL FertilityCare System; problems outside the scope of FertilityCare must be referred to an individual prepared to manage that particular problem or situation.

18.1.2: An appropriate list of resources will facilitate prompt referral for problems identified (i.e. medical, spiritual, psychosocial, family, etc.).

ASSESSMENT 18.2.1: The applicant reflects, through the application process, that such a list of resources is being maintained.

## **CONTINUING EDUCATION**

**STANDARD 19.0: THE APPLICANT DEMONSTRATES PARTICIPATION IN AT LEAST ONE CONTINUING EDUCATION EXPERIENCE IN CREIGHTON MODEL FertilityCare EACH YEAR.**

RATIONALE 19.1.1: The nature of the body of knowledge of a profession is such that it increases and/or changes over time.

19.1.2: To function competently within a profession, professionals must continually update and/or expand their knowledge base.

ASSESSMENT 19.2.1: Proof of attendance at continuing education programs or completion of continuing education study is submitted to the Commission on Certification.

19.2.1.1: Continuing education may be accomplished through participation at staff conferences, attendance at Academy annual meetings, attendance at natural family planning meetings, a review of audio tapes of Academy annual meetings, or completion of other Academy approved continuing education programs of study.