

“STRENGTHENING DIOCESAN NFP MINISTRY”

A Workbook for Implementing the
Standards for Diocesan NFP Ministry



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INTRODUCTION

This resource is designed to help dioceses meet the *Standards for Diocesan NFP Ministry* (hereafter, *Standards*).

Purpose

The implementation process enables the

- ◆ Evaluation of existing diocesan NFP ministry
- and the
- ◆ Development and strengthening of diocesan NFP ministry.

The implementation process is similar to an accreditation process. The bishops' Commission on Certification and Accreditation states that

Rationale

To be accredited according to standards means that a program is judged to have appropriate policies, procedures, and guidelines; to meet the goals and objectives of the curriculum and to have the resources for its mission. (*Accreditation Handbook for Ministry Formation Programs*, 1999, p. 1)

Such a process, says the Commission, is a “voluntary activity by which a program holds itself accountable to standards of educational quality (*Ibid.*). The *Standards* set the criteria for NFP ministry within the dioceses of the United States. This criteria articulates norms for instruction in the methods of NFP, which enable couples to understand the factors affecting their family planning decision making, and formation in Catholic teaching on human sexuality, conjugal love and responsible parenthood (see *Standards*, pp. 1-3).

Components

The process involves three components

- ◆ Endorsement of diocesan NFP program
- ◆ Certification of the diocesan NFP teacher
- ◆ Approval of the NFP teacher training program

Each of the above includes: development, self study, documentation, review and awards. Each component is explained in the following pages. All necessary forms are provided. Where needed, commentary for the purpose of clarification is also provided.

The Diocesan NFP Program = Endorsement

The diocesan bishop initiates the Endorsement process by first appointing an NFP coordinator and then writing to the Diocesan Development Program for Natural Family Planning (hereafter DDP) requesting review according to the *Standards*.

The form for Endorsement application is included in this resource. It is submitted by the diocesan NFP coordinator upon completion of all Endorsement forms and documentation (see below section one *Endorsement Process*).

Application

The Diocesan NFP Teacher = Certification

The diocesan NFP coordinator initiates the Certification process by inviting all local NFP teachers to take part. (Copies of the *Standards* and relevant diocesan NFP guidelines or policy should be given to the teachers for their review.)

The form for Certification application is included in this resource. Copies of this form should be made for all teachers seeking Certification. Completed applications are sent to the DDP by the diocesan NFP coordinator upon completion of all Certification forms and documentation (see section two *Certification Process*) per each teacher and *after* Endorsement has been achieved by the program.

NFP Teacher Training Programs = Approval

The director of the NFP teacher training program initiates the Approval process by writing to the DDP requesting review according to the bishops' *Standards*.

The form for Approval application is included in this resource. It is submitted to the DDP by the director of the NFP teacher training program upon completion of all Approval forms and documentation (see below section three *Approval Process*).

Consultation

The staff of the DDP is available for consultation to diocesan NFP coordinators and directors of NFP teacher training programs once the implementation process is initiated. A Board of Review is also available for consultation.

Deadlines

While the implementation process has no deadlines, the DDP will request a projected time line from all applicants. A customized work schedule which meets the needs of individual applicants is necessary to ensure that the process is completed in a reasonable time period.

Boards of Review meet twice a year (February 15 and July 15) to report on a program or recommend awards to the DDP. Applicants submitting forms and documentation should do one month or more in advance of these dates.

Evaluation

Completed forms and documentation submitted to the DDP for diocesan NFP programs and NFP teacher training programs is evaluated by a Board of Review.

The diocesan NFP coordinator evaluates the diocesan NFP teacher; however, the DDP scores the teacher candidates' answers on the *National Diocesan NFP Ministry Certification Test* and issues the award of Certification.

All awards for meeting the *Standards* are granted by the DDP. They are

Awards

Endorsement

Diocesan NFP programs that successfully complete the process of implementation of the *Standards* achieve Endorsement. Endorsement is valid for a five year period after which renewal is required.

Certification

Diocesan NFP teachers who successfully complete the process of meeting the *Standards* achieve Certification . Certification is valid for a five year period after which renewal is required.

Approval

NFP teacher training programs that successfully complete the process of implementation of the *Standards* achieve Approval. Approval is valid for a five year period after which renewal is required.

A summary of the three processes--Endorsement, Certification , Approval--follows.

OVERVIEW

| ENDORSEMENT <i>of Diocesan NFP Programs</i> | CERTIFICATION <i>of Diocesan NFP Teachers</i> | APPROVAL <i>of NFP Teacher Training Programs</i> |
|--|--|--|
| The diocesan bishop initiates the Endorsement process by sending a letter to the DDP naming his coordinator and requesting all necessary information and forms. ↓ | The diocesan NFP coordinator invites local NFP teachers to become DDP certified, provides them with a copy of the <i>Standards</i> and relevant diocesan NFP guidelines or policy for their review. ↓ | The director of an NFP teacher training program contacts the DDP to request Approval. ↓ |
| The DDP sends the implementation workbook which contains all necessary forms and provides consultation throughout the process. ↓ | The diocesan NFP coordinator oversees the Certification process. ↓ | The DDP sends the implementation workbook which contains all necessary forms for Approval and provides consultation throughout the process. ↓ |
| Diocesan NFP coordinator completes Forms A & B, includes documentation and notifies the DDP. ↓ | The diocesan NFP coordinator provides teachers seeking Certification with Form C and schedules a time for the teacher's observation (Form D). ↓ | The NFP teacher training program director completes Form E and notifies the DDP. ↓ |
| DDP assigns Board of Review. ↓ | After Forms C & D have been successfully completed, the diocesan NFP coordinator submits them to the DDP with the form for Certification Application and requests <i>National NFP Ministry Test</i> per each teacher. ↓ | DDP assigns Board of Review. ↓ |
| Diocesan NFP coordinator sends completed forms and documentation to DDP and members of Board of Review. ↓ | The diocesan NFP coordinator administers the National NFP Ministry Test to teacher candidates. Completed tests are sent to the DDP for scoring ↓ | Teacher training program director sends copies of completed forms and documentation to DDP and Board of Review. ↓ |
| Board of Review evaluates the submitted documentation. When necessary, written request for clarification is sent to the diocesan NFP coordinator. A site visit may also be requested. ↓ | DDP evaluates & scores tests; results are sent back to the diocesan NFP coordinator. (<i>Teachers who do not achieve a passing score may retake the test in order to be certified.</i>) ↓ | Board of Review evaluates the submitted documentation. When necessary, written request for clarification is sent to the director. A site visit may also be requested. ↓ |
| Board of Review submits report to DDP recommending Endorsement. ↓ | | Board of Review submits report to DDP recommending Approval. ↓ |
| DDP grants Endorsement. | DDP grants Certification. | DDP grants Approval. |

Definitions

| | |
|---|---|
| <i>Approval</i> | Award granted to NFP teacher training programs which have been evaluated and meet the <i>Standards</i> (section four, pp.17-20; and section three, pp. 13-15). |
| <i>Approval Process</i> | The process of evaluation of an NFP teacher training program according to the <i>Standards</i> . |
| <i>Board of Review</i> | NFP professionals appointed by the DDP to review applications for Endorsement and Approval and who provide ongoing consultation and assistance to diocesan NFP coordinators and directors of NFP teacher training programs throughout the process of implementation. Two Board of Review members are appointed to a diocesan NFP program. Three Board of Review members are appointed to an NFP teacher training program. In each case, one team member is designated “senior reviewer. |
| <i>Certification</i> | Award granted to diocesan NFP teacher who meets the <i>Standards</i> (section two, pp. 9-11). |
| <i>Certification Process</i> | The process of evaluation of a diocesan NFP teacher according to the <i>Standards</i> . |
| <i>Diocesan NFP Coordinator</i> | The person appointed by the bishop to coordinate NFP ministry in the diocese. |
| <i>Diocesan NFP Couple/Client Education</i> | Diocesan NFP couple/client education includes instruction on NFP methodology and the Church’s teachings on human sexuality, conjugal love, and responsible parenthood. It includes follow-up during and after formal instruction until the couple/client achieves autonomy. It is adapted to the particular needs and circumstances of the couple/client. (<i>Standards</i> , p. 13) |
| <i>Diocesan NFP Ministry</i> | Diocesan NFP ministry provides instruction in natural methods of fertility regulation and education on related issues. It is integrated into the structure of the diocese, with an NFP coordinator appointed by the bishop and may provide one or more methods and systems of NFP. The primary focus of the diocesan NFP program is to provide quality NFP services to married and engaged couples. (<i>Standards</i> , p. 5) |
| <i>Diocesan NFP Program</i> | “Diocesan NFP program is a term used interchangeably with “diocesan NFP ministry. |
| <i>Diocesan Portfolio</i> | The diocesan NFP program’s packet of completed forms and documentation. |

| | |
|---|---|
| <i>Diocesan NFP Teacher</i> | A diocesan NFP teacher: provides NFP instruction and follow-up to couples/clients under the auspices of the diocesan NFP program; integrates Catholic teachings on human sexuality, conjugal love and responsible parenthood in their instruction; and are accountable to and work in cooperation with the diocesan NFP coordinator. (See <i>Standards</i> , p. 9) |
| <i>Endorsement</i> | Award granted to the diocesan NFP program which has successfully implemented the <i>Standards</i> (section one, pp. 5-8 and section three, pp.13-15). |
| <i>Endorsement Process</i> | The process of evaluation of diocesan NFP ministry according to the <i>Standards</i> . |
| <i>NFP</i> | <p>Methods for achieving and avoiding pregnancy that are based on the observation of the naturally occurring signs and symptoms of the fertile and infertile phases of the menstrual cycle. Couples using natural family planning methods to avoid pregnancy abstain from intercourse and genital contact during the fertile phase of the woman's cycle. No drugs, devices, or surgical procedures are used to avoid pregnancy.</p> <p>NFP reflects the dignity of the human person within the context of marriage and family life, and promotes openness to life and the gift of the child. By complementing the love-giving and life-giving nature of marriage, NFP can enrich the bond between husband and wife.</p> |
| <i>NFP System</i> | The individual approaches to NFP methodology where specific guidelines and emphases work together to create a unique system. NFP systems are offered through the NFP teacher training programs. |
| <i>NFP Teacher Training Program</i> | The school which provides NFP teacher education. Traditionally, NFP teacher training programs have been referred to as "NFP Providers. These providers may be local, regional, or national. Each program has its unique history with founders and pioneers that include both clergy and laity. They exist in a variety of models and offer a variety of services (see <i>NFP Teacher Training Programs Annotated Directory</i> , available from the DDP). |
| <i>NFP Teacher Training Program Portfolio</i> | The NFP teacher training program's packet of completed forms and documentation. |
| <i>Senior Reviewer</i> | The lead person on a Board of Review who directly relates to the diocesan NFP coordinator and director of the NFP teacher training programs during the process of evaluation. |

GETTING STARTED

Each step toward achievement of Endorsement, Certification , or Approval involves completion of an application form and other forms as indicated. All forms require documentation to be provided as well.

Each process is clearly explained, and all necessary forms are included in this resource. Simply take your time and read directions carefully.

IMPORTANT NOTE: Only one copy of each form is included in this resource. Please duplicate forms for local use. This is especially important in regard to the process of Certification because each teacher seeking Certification must complete an application form as well as Forms C & D.

ENDORSEMENT

The Endorsement Process at a Glance

1. The Bishop sends a letter to the DDP designating the diocesan NFP Coordinator and requests Endorsement.
2. DDP sends necessary materials to the diocesan NFP coordinator, which include:

Diocesan NFP Program Endorsement Application

Diocesan NFP Program Self-Study (*Form A*)

Diocesan NFP Program, Couple/Client Education Assessment (*Form B*)

NB: DDP provides consultation throughout the process.

3. Diocesan NFP coordinator completes Application, Form A and Form B with the appropriate documentation and notifies the DDP.
4. DDP assigns a two member Board of Review. The diocesan NFP coordinator sends a complete copy of all forms and documentation (*diocesan portfolio*) to the DDP and all members of the Board of Review.
5. Board of Review evaluates the diocesan portfolio.
6. Senior Reviewer compiles commentary from the Board of Review and, if needed, requests clarification in writing from the diocesan NFP coordinator (*copies of all communications are sent to the DDP and to each member of the Board of Review*).
7. Diocesan NFP coordinator responds in writing to the Board of Review (*copies are sent to the DDP and each member of the Board of Review*).
 - 7.a If necessary, second evaluation by the Board of Review.
 - 7.b If requested by the diocesan NFP coordinator, the Board of Review, or the DDP, a site visit is scheduled.
 - 7.c Site visitors submit a written report to the DDP and the diocesan NFP coordinator.
8. Final report on the diocesan NFP program and recommendations are given to the DDP.
9. DDP grants Endorsement (*valid five years*).

Endorsement

Diocesan NFP Ministry

Diocesan NFP ministry provides instruction in natural methods of fertility regulation and education on related issues. It is integrated into the structure of the diocese, with an NFP coordinator appointed by the bishop. The primary focus of diocesan NFP ministry is the provision of quality NFP services to married and engaged couples within the context of the Church's teachings on human sexuality, conjugal love and responsible parenthood. (*Standards*, pp. 5-8)

Diocesan NFP ministry exists in the diocesan structure in a variety of forms. Most are a program of the Marriage and Family Life office, others operate in a Catholic hospital, or under Catholic Charities. Some are departments in and of themselves.

NFP Program or Ministry?

The terms *program* and *ministry* are used interchangeably in this resource. The use of the word *program* may confuse some who typically understand it to refer to a single system of NFP. An NFP system is the individual approach to NFP methodology where specific guidelines and emphases work together to create a unique structure of client education and service. NFP systems are offered through the NFP teacher training programs. Diocesan NFP ministry often provides one or more systems of NFP.

Diocesan NFP Ministry--Basic Components

According to the Standards, programming of diocesan NFP ministry should be governed by the following basic components

A Statement of Philosophy

Clear Goals and Objectives

Program Guidelines

Couple/Client Curriculum

(See *Standards*, pp. 5-8; 13-15)

Accountability

NFP Staff (salaried and volunteer)



NFP Coordinator

The Diocesan NFP Coordinator



A Supervisor
(e.g., Family Life Director,
Chancellor, etc.)

Bottom line?

All Staff



The Bishop

*Purpose of
Endorsement*

The primary purpose of the Endorsement process is for

The Objective Evaluation of Diocesan NFP Ministry

a second purpose of the process is for

The Development of Diocesan NFP Ministry

Drawing from the bishops' Commission on Certification and Accreditation's *Accreditation Handbook for Ministry Formation Programs* (hereafter *Handbook*), external evaluation processes produce certain benefits for the program itself, its teachers and staff, as well as the local Church.

Identifying Strengths and Weaknesses

Benefits

Diocesan NFP coordinators who work through the Endorsement process will be enabled to conduct an objective comprehensive program evaluation. The review process can help the diocesan NFP coordinator "understand what a program does well or where a program needs to be improved" (*Handbook*, p. 3).

National Recognition

Diocesan NFP teachers who staff an Endorsed NFP program will have the assurance that the policy, curriculum, and activities they participate in are "recognized as important for the formation of those they serve" (*Handbook*, p. 3).

Institutional Commitment

Endorsement also attests to the fact that a formal commitment has been pledged by the diocese to provide and sustain NFP ministry.

Recognition of Competency

Endorsed NFP ministry benefits the local Church because it assures competency by an objective third party.

Getting Started is Easy!

The diocesan bishop writes to the DDP requesting Endorsement for his NFP ministry and names his coordinator.

The DDP sends the workbook and forms to the diocesan NFP coordinator.

The diocesan NFP coordinator works through each item of the Endorsement process.

What's Involved?

It's simple

Complete Form A (*Diocesan NFP Ministry--Self-Study*) and provide documentation as specified.

Complete a separate Form B for each couple/client curriculum used in your ministry (*send us a copy of each curriculum*).

Put it all together--

Call or write the DDP and ask for a Board of Review to be assigned.

Complete the Application.

Mail copies of all completed forms and documentation to the DDP and each member of your Board of Review.

Need Help?

The DDP and members of your Board of Review are ready to lend a hand at every turn! Don't hesitate to call (202-541-3240) or e-mail us at NFP@uscgb.org.

Deadlines?

While the implementation process has no deadlines, the DDP will request a projected time line from the diocesan NFP coordinator. A customized work schedule which meets the needs of individual applicants is necessary to ensure that the process is completed in a reasonable time period.

Boards of Review meet twice a year (February 15 and July 15) to report on a program or recommend awards to the DDP. Applicants submitting forms and documentation should do so one month or more in advance of these dates.

Awards

Endorsement is awarded upon successful completion of the process of implementation. Endorsement is valid for five years.

Renewal

At the beginning of the fifth year of Endorsement, the diocesan NFP coordinator contacts the DDP to initiate the renewal process (*forms for renewal are included in this resource*).

Endorsement--Frequently Asked Questions

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| <p>1. <i>What does the Application for Endorsement require?</i></p> | <p>The Endorsement Application requests basic information (<i>e.g., address, phone, etc.</i>) and the signatures of the bishop and the diocesan NFP coordinator.</p> |
| <p>2. <i>Should a diocesan NFP program be well developed before applying for Endorsement?</i></p> | <p>No, however a diocese must have a designated NFP coordinator. The <i>Standards</i> are intended to ensure that well developed diocesan NFP programs are consistent in content coverage and should be used as a “blue print” for the design and building of newly established diocesan NFP ministry.</p> |
| <p>3. <i>Is there a deadline for completion of the Endorsement process?</i></p> | <p>No; however the DDP will request a projected time line from all applicants. A customized work schedule which meets the needs of individual applicants is necessary to ensure that the process is completed in a reasonable time period.</p> <p>Boards of Review meet twice a year (February 15 and July 15) to report on a program or recommend awards to the DDP. Applicants submitting forms and documentation should do so one month or more in advance of these dates.</p> |
| <p>4. <i>Must the diocesan NFP coordinator be an NFP teacher?</i></p> | <p>No; however, the diocesan NFP coordinator must use or philosophically accept NFP and have basic knowledge of all NFP methods.</p> <p>If the coordinator is not a teacher, he/she will need to appoint an experienced teacher for periodic assessment of diocesan NFP teachers and to supervise the observations (<i>see, Standards, section one, D.3; D.4, g; D.4. m; F; & M, pp. 7 & 8</i>).</p> |

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| <p>5. <i>Must the diocesan NFP coordinator complete the Endorsement process before beginning the diocesan NFP teacher Certification process?</i></p> | <p>No. Both the Endorsement process and the Certification process may be worked on concurrently; however, teacher certification <i>cannot</i> be awarded until the diocesan program is Endorsed by the DDP.</p> |
| <p>6. <i>Do the Standards guard against bias toward a given NFP method in a diocesan program?</i></p> | <p>The <i>Standards</i> make clear that all members of the diocesan NFP team are expected to foster respect and promote “cooperation among NFP teachers and organizations (D.4. i; p. 7). The diocesan NFP teacher is also required to “demonstrate respect for other NFP methods and willingness to refer couples/clients to them when appropriate (J; p.10).</p> |
| <p>7. <i>Where can the coordinator obtain NFP resources to provide continuing education listed in section one, P (p. 8), of the Standards?</i></p> | <p>The DDP and the national NFP teacher training programs are the central resources for NFP resources. These groups provide printed, audio/visual and electronic materials for NFP education. In addition, names of physicians, theologians, and experienced NFP teachers can also be provided for conferences, workshops, and seminars. Consult the <i>NFP Teacher Training Programs--Annotated Directory</i> for a complete listing of these services (available from the DDP and at our web site USCCB.org/prolife/issues/nfp/resources).</p> |

**Table II
&
Table III**

Commentary on Form A

Development of NFP ministry in the dioceses requires periodic evaluation. Without objective inquiry into the effectiveness of the various aspects of this programming, little hope for growth can be realized. The purpose therefore, of this Self-Study is to clearly and objectively examine the over-all operations of diocesan NFP ministry.

The primary objective of the Self-Study is to document how NFP ministry in a particular diocese meets the bishops' *Standards*. At the same time, the Self-Study presents a picture of NFP ministry in a particular diocese and provides that diocese with a means to examine its NFP services. This exercise in evaluation can contribute to the overall growth of diocesan NFP ministry.

NFP ministry is organized differently from diocese to diocese. For dioceses which have well established NFP services, Form A may be used as a check list documenting central aspects of the programming. In those dioceses where NFP services are just beginning or newly established, meeting each item in Form A will become stepping stones to the realization of mature NFP programming.

The following is an explanation of the documentation which is required by Form A. Diocesan NFP coordinators are encouraged to contact the DDP if consultation is needed throughout the process.

A. *Statement of Philosophy*

The "statement of philosophy (*also called a "mission statement"*) is the reason *why* the services exist. It is a foundational document. The statement of philosophy is the value statement for the existence of the local program and can also be thought of as the document which clearly states the program's identity. It should succinctly articulate the Church's teachings on human sexuality, marriage and family life, conjugal love and responsible parenthood (*see Appendix A for examples*).

Goals & Objectives

Just as important as the statement of philosophy is the conscious planning of clear, achievable goals and objectives which will enable the program to communicate its philosophy, grow and prosper. It is important to remember that a program "goal" is the desired outcome. "Objectives" are the means by which the goal is achieved. (*For a fuller discussion on goals and objectives, see Appendix B.*)

The Goal:

Clients will learn NFP methodology in class and follow-up.

The Objectives:

- 1) Four NFP classes will be taught.
- 2) A brief test will be administered to clients after each class.
- 3) Follow-up will be conducted during a six-month period.
- 4) During the last follow-up, the teacher will assess and document the client's knowledge.
- 5) Clients who demonstrate poor understanding of the NFP method will be encouraged to take part in further training and follow-up.

- B. For example: components of teacher training; guided group discussion with client couples; handouts; articles in the diocesan paper; videos, etc.
- C. In dioceses where NFP services have been well established, local standards are among the foundational building blocks of program identity. Local NFP standards often articulate established practice in the diocese in regard to: client education and follow-up; record keeping; continuing education; teacher cooperation; outreach education, etc. (*On the issues of record keeping and follow-up see appendices C and D.*)
- D. 1-4 *Self-explanatory*
- E. The Diocesan NFP Advisory Committee can be a strong aid for NFP program development. When its nature and tasks are well defined, funds can be raised, resources developed and educational programs established. The possibilities are endless.
- The Diocesan Plan for NFP Program Development (available from the DDP), provides insights regarding the composition of a diocesan advisory committee. The committee could be comprised of “key leaders within the diocese (p. 7). For example: NFP teachers representing the NFP systems taught in the diocesan NFP program; NFP physicians specializing in obstetrics/gynecology and infertility; an educational specialist; a diocesan lawyer; a social worker from Catholic Charities experienced in marriage and human sexuality counseling; representatives from one of the clergy deaneries; etc. (see Diocesan Plan, pp. 7 & 8).*
- F. Typically a diocese may offer clients a choice from among several systems of NFP. Please list the names of *all* NFP systems presently offered in your diocese. Remember to complete a separate Form B for each curriculum used.
- G. The *Standards* treat the diocesan NFP teacher in section two. Items E - P (*pp. 10 & 11*) cover the teacher’s professionalism, knowledge and practice in NFP. Therefore, a job description should include these standards.
- H. *Self-explanatory*
- I. *Self-explanatory*
- J. *Self-explanatory*

- K. Describe your programs or activities that you have in place for continued contact and support of couples living the NFP lifestyle; e.g., newsletters, reunions, retreats, teacher contacts for problems with charting, etc.
- L. The DDP requires periodic information from the dioceses on NFP service delivery. The primary reporting system is the annual *Diocesan NFP Program Profile*.
- M. If appropriate, please submit copies of evaluation instruments, sample of reports, etc.
- N. *Self-explanatory*
- O. This may include videos, information mailings, articles in the diocesan newspaper, etc.
- P. This may include programmatic activities, reference materials, videos, information mailings, articles in the diocesan newspaper, etc.

Notes:

Table IV

Commentary on Form B

Client/Couple education is the NFP curriculum offered in the diocese

Some NFP systems equip their teachers with a client educational manual, slides, and other important resources. Some NFP systems equip their teachers with teacher materials and expect the teacher to develop his/her class materials.

Due to the variety of NFP client/couple curricula it is important to compile the client education materials systematically for maximum clarity for the reviewer .

A. *Self-explanatory*

B. The diocesan NFP teacher wears two hats in the classroom: 1) instructor on fertility education through NFP methodology; and 2) minister to the engaged and married in the Church. This double role necessitates that classroom instruction clearly integrate Catholic teaching on these topics while however, keeping in mind the role of the NFP teacher who is not a formal catechist. Thus, quoting specific Church documents is not required, although some NFP systems incorporate such information. Authentic NFP education however holds up the value of the child and the importance of self-control for the positive living of marital chastity. Carefully explain how the client education accomplishes this task.

B.2 All diocesan NFP instruction must include this basic information on female fertility. The information on the role of the basal body temperature (*BBT*) and cervical changes should relate to their meaning in light of the hormonal activity in the female cycle. This standard is NOT saying that a mucus only method must teach *BBT* or cervical self check.

B.3-9 *Self-explanatory*

C.1-6 Although the items are self-explanatory, this section treats the issue of follow-up which varies from NFP system to system. Because the *Standards* repeat words like “appropriate” or “in accordance with the diocesan policy,” it is important for a diocesan NFP program to articulate its specific meaning of the terms of follow-up. (*For a fuller discussion on this, see Appendix D.*)

Notes:

“The Site Visit”

Purpose

A site visit to a diocesan NFP program by a representative of the DDP is for the purpose of Endorsement Application review and clarification.

Objectives

- ◆ Review and verify the documentation of the Endorsement forms with the diocesan NFP coordinator to determine compliance with the *Standards*.
 - ◆ Encourage program development.
 - ◆ Directly link the DDP to the local diocese.
 - ◆ Assist with the socialization and integration of differently trained NFP teachers into a diocesan team.
 - ◆ Acknowledge strengths and define challenges.
-

The Reviewer

The DDP representative (*hereafter reviewer*) can be a member of the NFP National Advisory Board, or other designate of the DDP. No more than three reviewers comprise the team. The diocese has the right of refusal of a reviewer. In this case, the DDP will select an alternate.

Funding

The diocese is responsible for funding the site visit.

Process & Content

The site visit is scheduled by the assigned reviewer(s) after consultation with the diocesan NFP coordinator (*information is reported to the DDP*).

Before the scheduled date, the reviewer(s) and diocesan NFP coordinator must agree on details of the visit which are relevant to the issues under evaluation. These may include but are not exclusive to

- ☞ Meetings with the bishop, NFP teachers, family life director, appropriate diocesan officials, and/or members of the diocesan NFP advisory committee

- ⇒ In person review of samples of typical client records, teacher records and other pertinent information to the Endorsement process
- ⇒ In person review of client charts and teaching materials
- ⇒ Observation of a client teaching session.

Within two weeks after the site visit, the reviewer writes a draft report for the diocesan NFP coordinator's critique (*the DDP also receives a copy*).

The diocesan NFP coordinator has two weeks to respond to the draft report.

The Board of Review either recommends or not, Endorsement of the diocesan NFP program in the final report.

The final report is sent to the DDP. (*When the coordinator objects to the findings of the final report, an addendum is attached to the report.*)

Renewal of Endorsement

- ◆ At the beginning of the fifth year of Endorsement, the diocesan NFP coordinator should contact the DDP to initiate the renewal process.
- ◆ The diocesan NFP coordinator completes the renewal application including appropriate new documentation.

The coordinator should be able to easily document any changes to the diocesan NFP program. Although the process is simple and self-explanatory, it is important for diocesan NFP coordinators to remember to include in the renewal documentation samples of all up-dated materials.

- ◆ Once the renewal portfolio is complete, the coordinator contacts the DDP, and mails the renewal portfolio to the DDP for review.
- ◆ The DDP reviews the renewal portfolio.
- ◆ Upon successful review of the renewal portfolio, the DDP renews Endorsement for five years.

Notes:

Table V

Policy on Failure of Compliance

If at any time a diocesan NFP program is found to be out of compliance with the *Standards*, the Diocesan Development Program for NFP reserves the right to withdraw Endorsement.

A diocesan NFP program director has the right to appeal to the Diocesan Development Program for NFP if Endorsement is withdrawn. Appeals should be made in writing to:

Diocesan Development Program
for
Natural Family Planning
United States Conference of Catholic Bishops
3211 4th Street, N.E.
Washington, D.C. 20017-1194

Table IV

Certification

The Certification Process at a Glance

1. Diocesan NFP coordinator invites local NFP teachers to become certified.
2. Diocesan NFP coordinator gives NFP teachers

The Standards for Diocesan NFP Ministry

Diocesan NFP Teacher Self Study (*Form C*)

Copies of diocesan NFP guidelines or policy which exceed the bishops' *Standards*

3. Participating NFP teacher completes the self-study (*Form C*) and schedules an observation with the diocesan NFP coordinator or designate.
 4. Diocesan NFP coordinator or designate completes the teacher's observation (*Form D*).
 5. Diocesan NFP coordinator meets with the NFP teacher to discuss the documentation.
 6. Upon successful completion of the Diocesan NFP Teacher Self-Study (*Form C*) and Observation (*Form D*), the diocesan NFP coordinator submits (*per each teacher applicant*) the completed forms with documentation and the Certification Application to the DDP requesting the *National Diocesan NFP Ministry Certification Test*.
- NB: Retain copies of the forms with documentation and Certification Application per each teacher applicant in the diocesan NFP program files.*
7. DDP sends test(s) to the diocesan NFP coordinator who administers the test(s) according to DDP protocol.
 8. Diocesan NFP coordinator sends the completed test(s) to the DDP for scoring.
 9. DDP evaluates and scores the test(s) and sends result(s) back to the diocesan NFP coordinator.

NB: Teachers who do not achieve a passing score must retake the test in order to be DDP certified.

10. DDP awards Certification (*valid five years*).

Certification

Diocesan NFP Teacher

A diocesan NFP teacher provides NFP instruction and follow-up to couples/clients under the auspices of the diocesan NFP program; integrates Catholic teachings on human sexuality, conjugal love and responsible parenthood in their instruction; and are accountable to and work in cooperation with the diocesan NFP coordinator. (See Standards, p. 9)

Responsibilities of a DDP Certified Diocesan NFP Teacher

Section two of the *Standards* describes the responsibilities of the diocesan NFP teacher. Among these responsibilities are requirements for the teacher's training, client/couple curriculum, and tasks to ensure diocesan NFP program quality.

The *Standards* require diocesan NFP teachers to uphold all diocesan NFP program guidelines. Two issues in this area which are critical to good teaching and strong program management are follow-up and record-keeping.

Typically NFP teachers understand follow-up and record-keeping differently. Statements in the *Standards* on these issues are broad and often state that they have to be "appropriate and in accord with the "local diocesan policy (see *Appendices C and D*). It is therefore recommended that the diocesan NFP coordinator and members of the diocesan NFP advisory board collaborate with the NFP teachers to craft a diocesan policy on follow-up and record-keeping that would meet the *Standards*.

Accountability

Diocesan NFP Teachers ↔ Diocesan NFP Coordinator

EVALUATION

Purpose of Certification

Certification according to the bishops' *Standards* provides both an evaluation of the teacher and a means for the teacher to be accountable to the diocesan NFP program.

Benefits

Identifying Strengths and Weaknesses

Diocesan NFP teachers who work through the Certification process will participate in an objective comprehensive evaluation. A comprehensive review will not only surface personal strengths and weaknesses but also promote individual growth.

National Recognition

DDP certified NFP teachers will become members in the national system of excellence in NFP ministry recognized by the bishops.

Institutional Commitment

Certification attests to the fact that the diocese is committed to sustain NFP ministry by ensuring that diocesan NFP teachers will be supported and evaluated.

Recognition of Competency

Diocesan NFP teachers who achieve Certification will have the assurance that their expertise, professionalism, and commitment are nationally “recognized as important for the formation of those they serve (*Handbook*, p. 3).

Getting started

The diocesan NFP coordinator must have begun the Endorsement implementation process. Endorsement does not need to be first awarded before the Certification process is begun.

Next, the diocesan NFP coordinator must “invite all local NFP teachers to become part of the diocesan NFP team.

In order for the teachers to decide if they wish to apply for Certification, the diocesan NFP coordinator should provide a copy of the *Standards* to each teacher as well as copies of the forms for Self-Study and Observation. In addition, all relevant documents regarding diocesan guidelines or policy which exceed the bishops’ *Standards* should be provided and discussed.

What's Involved?

The bishops' Certification process is comprised of the

- ◆ Diocesan NFP Teacher Self-Study
- ◆ Diocesan NFP Teacher Observation
- ◆ *National Diocesan NFP Ministry Certification Test*

The Certification process is administered at the diocesan level by the NFP coordinator. The coordinator must know “what and “how the teacher teaches. The diocesan NFP coordinator oversees the process and keeps copies of all documentation of the teacher's compliance with the *Standards* on file (originals are sent to the DDP).

Need help?

The DDP and members of your Board of Review are ready to lend a hand at every turn! Don't hesitate to call (202-541-3240) or e-mail us at NFP@uscgb.org.

Deadlines?

While the Certification process has no deadlines, a projected time line will be requested from all diocesan NFP coordinators. A customized work schedule outlining when diocesan NFP teachers will be reviewed is necessary to ensure that the process is completed in a reasonable time period and that the *National Diocesan NFP Ministry Certification Test* is administered appropriately.

Awards

Certification is awarded upon successful completion of the process of evaluation. Certification is valid for five years.

Renewal

Prior to the expiration date, a DDP certified diocesan NFP teacher must contact his/her NFP coordinator regarding renewal. A brief renewal evaluation will be conducted (*forms are included in this resource*).

*Non-DDP
Certified
Teachers*

When a teacher elects not to take part in the *Standards*, that person may continue to remain in a “collaborative relationship with the diocese. The level and degree of a collaborative relationship depends upon the NFP teacher and the diocesan NFP coordinator.

The *Standards* allow for an informal relationship where the diocese is not responsible for the support and evaluation of the teacher. For example, section one (*D.4. i*) states that the coordinator must foster “respect and promote “cooperation among NFP teachers and organizations.

NFP teachers who are not certified according to the *Standards* in an Endorsed diocese, cannot be listed as “teaching under the auspices of the diocese. In other words, the diocese would *not be obligated* to that person especially with regard to providing continuing education, on going evaluation, or client referral.

Certification --Frequently Asked Questions

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| <p>1. <i>Why have a DDP diocesan NFP teacher Certification process?</i></p> | <p>Certification according to the <i>Standards</i> provides a means of teacher accountability to the diocese.</p> <p>The diocesan NFP teacher carries a responsibility different from the NFP teacher who does not teach under the auspices of the diocese. The diocesan NFP teacher shares in the local Church's ministry to the engaged and the married. For this reason the diocese must be equipped to evaluate the overall competency of its NFP teachers.</p> <p>The <i>Standards</i> require each diocese to take an active role in the formation and support of its NFP teachers. Certification, offered by the DDP through the diocese: meets the needs of the local Church by providing the diocesan NFP coordinator with an instrument to evaluate the quality of NFP service delivery in his/her diocese; establishes, provides, and maintains support for the diocesan NFP teacher in the local Church; and creates a consistency in Church sponsored NFP services at the national level.</p> |
| <p>2. <i>What is the first step for the Certification of the diocesan NFP teacher?</i></p> | <p>The diocesan NFP coordinator invites all NFP teachers to take part in the Certification process.</p> <p>In order to facilitate the NFP teacher's decision, it is important for diocesan NFP coordinators to give each teacher a copy of the <i>Standards</i> before meeting with them. In addition, all teachers should be informed of any diocesan NFP guidelines, or standards which are different from or exceed those of the bishops.</p> |
| <p>3. <i>Must an NFP teacher go through the diocesan NFP program in order to receive Certification?</i></p> | <p>Yes. Certification is for <i>diocesan</i> NFP teachers; that is, those teachers who work under diocesan auspices. Teachers certified from the various NFP training programs must meet the bishops' <i>Standards</i> and the local standards if they wish to be associated with the diocesan program.</p> <p>Diocesan NFP coordinators must know their teachers-- who they are, where they were trained, how and what they teach. The bishops' Certification process is designed to facilitate this information. At the same time, a diocesan NFP teacher needs to be supported at the local level by the diocesan NFP program. The bishops' Certification creates this support.</p> |

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| 4. | <i>How does the NFP teacher apply for Certification ?</i> | NFP teachers apply for Certification through the diocesan NFP program. |
| 5. | <i>When a diocesan NFP program achieves Endorsement, must all NFP teachers in that diocese apply for Certification ?</i> | <p>“Yes and “No.</p> <p>If an NFP teacher wishes to teach as part of the diocesan NFP program, that person <i>must</i> apply for and achieve Certification .</p> <p>If an NFP teacher does not wish to teach under the auspices of the diocese, that teacher need not apply for Certification . The diocesan NFP coordinator may establish a collaborative relationship with autonomous NFP teachers working in the geographic region of an Endorsed diocese. The terms of collaboration must be determined by the diocesan NFP coordinator and the autonomous NFP teacher.</p> |
| 6. | <i>Is Certification nationally accepted?</i> | <p>“Yes, however, an individual diocese may have standards which exceed those of the bishops; therefore, a DDP certified NFP teacher moving from one diocese to another may be asked to meet additional standards which are different from those of the bishops. In addition, the diocesan NFP coordinator needs to assess the new teacher. The bishops’ Certification process is used for this purpose.</p> |
| 7. | <i>Why do the Standards allow for dioceses to have their own standards which exceed the bishops?</i> | <p>The <i>Standards</i> respect the authority of the diocesan bishop. The diocesan bishop determines the shape and content of the ministries he offers to his people. When NFP services are offered by the diocese, the bishop’s designate--the diocesan NFP coordinator--has a responsibility to determine the components of quality NFP services.</p> <p>Typically, the diocesan NFP coordinator will craft a program structure which takes into consideration the NFP systems represented in his/her diocese. In order to have a strong diocesan NFP team, all teachers must work in cooperation with such policy.</p> |
| 8. | <i>Does the DDP diocesan NFP teacher Certification process have any deadlines?</i> | No, however, a projected work schedule outlining when diocesan NFP teachers will be reviewed will be requested from diocesan NFP coordinators. Such a schedule is necessary to ensure that the process is completed in a reasonable time period and that the <i>National Diocesan NFP Ministry Certification Test</i> is administered appropriately. |

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| <p>9. If the diocesan NFP coordinator is also a teacher, who processes, or co-signs the application for his/her Certification ?</p> | <p>The coordinator's immediate supervisor.</p> |
| <p>10. Once a diocesan NFP teacher is DDP certified, why is it necessary for Certification to be renewed?</p> | <p>Renewal of Certification is necessary to ensure that the teacher is actively teaching, keeping current and updated on NFP and related areas, and continuing to be in compliance with the <i>Standards</i>.</p> |
| <p>11. What is meant in Section II of the Standards when it states that a diocesan NFP teacher must complete a DDP approved NFP teacher training program?</p> | <p>Endorsed diocesan NFP programs must send teacher candidates to a DDP Approved NFP teacher training program. (For further information, refer to Section IV of the Standards.)</p> |
| <p>12. If a teacher is certified by a DDP Approved NFP teacher training program, are they also certified for an Endorsed diocesan program?</p> | <p>No. The certification granted by a DDP Approved NFP teacher training programs is different from Certification.</p> <p>The Approved NFP teacher training program meets some (<i>partial</i>) or all (<i>comprehensive</i>) of the items in section four of the bishops' <i>Standards</i> and grants certification in the NFP system which they provide (<i>see Approval in this resource for discussion of partially Approved programs</i>).</p> <p>Certification is a type of ministerial certification and is achieved <i>through</i> the diocesan NFP program (<i>see the answer to question 1 for further discussion</i>).</p> |
| <p>13. In order to meet the Standards, must a diocesan NFP teacher be Catholic?</p> | <p>No; however, the non-Catholic teacher would have to complete a DDP Approved NFP teacher training program where he/she would have studied Church teachings on human sexuality, marriage and family life, conjugal love and responsible parenthood. In addition, the non-Catholic teacher would have to advocate the Church's teachings and integrate the principles of those teachings in his/her instruction (<i>see section two, A and B, p. 9</i>).</p> |

| | |
|--|---|
| <p>14. <i>How can an NFP instructor explain the teachings of the Catholic Church without a degree in theology?</i></p> | <p>All NFP teachers who have been educated in an Approved teacher training program study Church teachings on human sexuality, marriage and family life, conjugal love and responsible parenthood. In addition, both NFP teacher training programs as well as the diocesan NFP programs periodically provide continuing theological education which enhances this foundation.</p> <p>The <i>Standards</i> require that a teacher “accepts and integrates these teachings in his or her NFP instruction (see <i>section two, B, p. 9</i>). This does not mean that advanced theological study is necessary. It does mean that the basic Catholic principles of these teachings must be raised and integrated in the classroom setting.</p> |
| <p>15. <i>Can an NFP teaching couple be certified together?</i></p> | <p>No. If both spouses are teachers, they must be certified individually.</p> |

**Table VII
&
Table VIII**

Commentary on Form C

STOP: **This form is a master, please be sure to make enough copies for each teacher taking part in the Certification process.**

The NFP teacher is to complete this form. Each section of the form is self-explanatory. Once the required documentation is completed, the diocesan NFP coordinator must schedule a meeting for review with the teacher.

It is recommended that before the scheduled meeting the coordinator read Sections two and three of the *Standards* as well as carefully evaluate the submitted form and documentation.

Notes:

Table IX

Commentary on Form D

All documentation is self-explanatory. If needed, use this space for notes.

National Diocesan NFP Ministry Certification Test

Teachers who successfully complete a *Standards-Approved* NFP teacher training program and who have initiated the Certification process (*self-study & observation*) must take the *National Diocesan NFP Ministry Certification Test*.

How

1. Diocesan NFP coordinator sends the test application with fees to the DDP.
 2. Diocesan NFP coordinator arranges a test date with the teacher candidates.
 3. Diocesan NFP coordinator administers the test (*when the coordinator also sits for the test an appropriate alternate proctor is selected, e.g., member of diocesan NFP advisory board, etc.*)
 4. Completed tests are collected by the proctor, placed in an envelope and mailed to the DDP.
 5. DDP scores the completed tests and sends results to the diocesan NFP coordinator.
 6. DDP awards Certification to teacher candidates who successfully pass the test.
-

When

The *National Diocesan NFP Ministry Certification Test* can be taken at any time. The diocesan NFP coordinator must meet with the teacher candidates to establish a date for the test.

Where

The test must be administered in the diocese at a site where the environment is free of distractions.

Security

The diocesan NFP coordinator is responsible for the security of the test. No copies of testing materials are to be made. The DDP will issue one sealed answer sheet and test booklet per teacher candidate.

Prior to the examination date, the test must be stored in a locked file in the office of the diocesan NFP program.

The test proctor will be the diocesan NFP coordinator. When the coordinator is also a teacher candidate, an appropriate alternate proctor will be selected (*e.g., member of the diocesan NFP advisory board, etc.*).

Completed answer sheets and test booklets will be sealed in an envelope and sent via certified mail to the DDP.

Scores

Certification will be awarded when a teacher candidate has achieved a passing score.

Retesting

Teacher candidates who do not achieve a passing score may retake the exam.

Fees

A fee of \$25.00 per test is required.

Note

Certification will be awarded only after all answer sheets and booklets are returned to the DDP.

RENEWAL OF Certification

- ◆ NFP teacher notifies diocesan NFP coordinator six months in advance that Certification has to be renewed.
- ◆ Diocesan NFP coordinator gives teacher the renewal application.
- ◆ Teacher completes the renewal application and meets with diocesan NFP coordinator to review the application.
- ◆ Diocesan NFP coordinator sends renewal application to the DDP.
- ◆ DDP reviews renewal application.
- ◆ Upon successful review of the renewal application, the DDP renews Certification for five years.

Table X

Policy on Failure of Compliance

If at any time a diocesan NFP teacher is found to be out of compliance with the *Standards*, the Diocesan Development Program for NFP reserves the right to withdraw its Certification.

A diocesan NFP teacher has the right to appeal to the Diocesan Development Program for NFP if Certification is withdrawn. Appeals should be made in writing to:

Diocesan Development Program
for
Natural Family Planning
United States Conference of Catholic Bishops
3211 4th Street, N.E.
Washington, D.C. 20017-1194

Table XI

Approval

The Approval Process at a Glance

1. The director of an NFP teacher training program applies in writing for Approval.
2. DDP sends:
 - a) Application for NFP Teacher Training Program Approval
 - b) NFP Teacher Training Program Self-Study (*Form E*)
3. Director of the NFP teacher training program defines which standards will be met (*Comprehensive or Standard Specific*).
4. Director of the NFP teacher training program (*or designate*) completes Form E. The DDP provides consultation throughout the process.
5. When form E is completed with documentation, the director of the NFP teacher training program (*or designate*) contacts the DDP. The DDP assigns a three member Board of Review.
6. Director of the NFP teacher training program (*or designate*) sends copies of all completed forms with documentation (*portfolio*) to the DDP and each Board of Review member.
7. Board of Review evaluates the NFP teacher training program's portfolio.
8. Senior Reviewer compiles commentary from the Board of Review and, if needed, requests clarification in writing from the teacher training program (*copies of all correspondence are sent to the DDP and other Board of Review member*). A site visit may also be requested.
9. Director of the NFP teacher training program (*or designate*) responds in writing to the Board of Review (*copy sent to the DDP*).
10. Final Board of Review report on the NFP teacher training program and recommendations are presented to the DDP.
11. DDP grants either Comprehensive or Standard Specific Approval to the NFP teacher training program (*valid five years*).

NFP Teacher Training Program

The school which provides NFP teacher education is the *NFP Teacher Training Program*. Traditionally in the United States, the NFP teacher training programs have been referred to as “NFP Providers. These providers may be local, regional, or national. Each program has its unique history with founders and pioneers that include both Catholic clergy and laity. They exist in a variety of models and offer a variety of services (*see NFP Teacher Training Programs Annotated Directory, available from the DDP*).

“System” or “Program?”

The common methods of NFP represented in the dioceses are the cervical mucus and/or the sympto-thermal methods. The individual approaches to NFP methodology where specific guidelines and emphases work together to create a unique approach to the information constitute the *NFP System*. It is the NFP teacher training program which offers education in one system of NFP.

In addition to a system of NFP, some teacher training programs will provide its teacher trainees with a “program to implement. These NFP teacher training programs usually require the teacher to follow an established policy in such areas as client fee schedule, membership fees, client intake forms, procedures for follow-up, standardized use of client education materials, etc.

NFP teacher training programs which equip teachers with both an NFP system and program are not incompatible with the bishops’ *Standards*. The more fundamental question is whether such a teacher training program’s policy is compatible with that of a particular diocese. The bishops’ *Standards* respect a diocese’s standards which may “exceed those of the bishops (*see section one, p. 6*).

Dioceses & NFP Teacher Training Programs

Before contracting services for his/her local diocese, a diocesan NFP coordinator should become acquainted with the details of individual NFP teacher training programs. The diocesan NFP coordinator should have a clear understanding of both the services and program policies offered by the teacher training program to ensure that they are in conformity with diocesan NFP standards and guidelines.

A Link

The *Standards* link Endorsed diocesan NFP programs with Approved NFP teacher training programs by requiring diocesan NFP teacher candidates to be trained only in Approved programs.

Purpose

Evaluation and validation of an NFP teacher training program according to the bishops' *Standards*.

Identify Strengths and Weaknesses

An external objective review enables the program director to “understand what a program does well or where a program needs to be improved (*Handbook*, p. 3).

Participation in Strengthening Diocesan NFP Ministry

Benefits

An Approved NFP teacher training program contributes to strengthening diocesan NFP ministry by ensuring NFP teachers' competency in NFP methodology and forming them in foundational Catholic Church teachings.

Recognition as Meeting the Bishops' Standards

Approved NFP teacher training programs are recognized as meeting the bishops' *Standards*.

Approval also admits the NFP teacher training program into the national network of teacher education programs through which Endorsed dioceses are required to send their teacher candidates.

Assurance of Excellence for the NFP Teacher

NFP teacher candidates will have the assurance that their school of NFP has been measured against external objective standards accepted by colleagues of different NFP methods and schools.

Getting Started

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- ◆ The NFP teacher training program director writes to the DDP requesting Approval.
 - ◆ The DDP sends the *Standards*, workbook and forms to the NFP teacher training program director.
 - ◆ The NFP teacher training program director works through each item of the Approval process.
-

The Director reads Sections four (*teacher training*) and three (*couple/client curriculum*) of the *Standards* and decides whether to apply for

What's Involved?

Comprehensive Approval
(meets all the items in Section four of the Standards)
or
Standard Specific Approval
(meets some of the items in Section four of the Standards)

The director completes

- ◆ Application
- ◆ Form E (*NFP Teacher Training Program--Self-Study*)
- ◆ Form B (*Couple/Client Education Assessment*)

and calls the DDP for an assigned Board of Review.

The director mails the Application and copies of forms and documentation to the DDP and each member of the Board of Review.

Need Help?

The staff of the DDP and members of the Board of Review are ready to lend a hand at every turn! Don't hesitate to call (202-541-3240) or e-mail us at NFP@uscgb.org.

Deadlines?

While the implementation process has no deadlines, the DDP will request a projected time line from the director of the NFP teacher training program. A customized work schedule which meets the needs of individual applicants is necessary to ensure that the process is completed in a reasonable time period.

Boards of Review meet twice a year (February 15 and July 15) to report on a program or recommend awards to the DDP. Applicants submitting forms and documentation should do so one month or more in advance of these dates.

Awards

Comprehensive Approval is awarded for meeting all items in Sections three and four of the *Standards*.

Standard Specific Approval is awarded for one or more items in Section four of the *Standards*.

Approval is valid for five years.

Renewal

At the beginning of the fifth year of Approval, the Director should contact the DDP to initiate the renewal process (*forms are included in this resource*).

Approval--Frequently Asked Questions

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| 1. | <i>The Application for Approval lists two categories of Approval: “Comprehensive” and “Standard Specific.” What does this mean?</i> | <p>“Comprehensive Approval indicates that all of the standards in Sections four and three of the <i>Standards</i> have been met by the NFP teacher training program.</p> <p>“Standard specific Approval indicates that one (<i>or more, but not all</i>) of the standards in Section four of the <i>Standards</i> have been met by the NFP teacher training program.</p> |
| 2. | <i>Is an Approved NFP teacher training program required to educate in all methods of NFP?</i> | No; however, the <i>Standards</i> require that teacher training programs teach respect for all NFP methods (<i>see Section IV, A.2, p. 17</i>) and information on all the fertility signs (<i>see Section IV, B.4, p. 18</i>). |
| 3. | <i>After an NFP teacher training program has achieved Approval, what will be its relationship to the Endorsed diocesan NFP program?</i> | Endorsed diocesan NFP programs are required to have their NFP teachers trained by programs which meet the <i>Standards</i> . |
| 4. | <i>Does an Endorsed diocese have to use all of the Approved NFP teacher training programs?</i> | No. An Endorsed diocesan NFP program must use teacher training programs from the Approved list. It is to the advantage of diocesan NFP ministry that many systems of NFP be offered, but this is not a requirement. |
| 5. | <i>If an NFP teacher training program achieves Approval, why would teachers who are certified by that NFP system have to undergo a “second” Certification by the DDP through the diocesan NFP program?</i> | The certification which teacher training programs offer is in a particular NFP system. The bishops’ Certification is for diocesan NFP ministry. |
| 6. | What is the responsibility of a diocesan NFP coordinator who sends teacher candidates to a Standard Specific Approved NFP teacher training program? | The diocesan NFP coordinator must supply the teacher candidate with the additional training required by the <i>Standards</i> . |

Table XII

Table XIII

Commentary on Form E

Form E is self-explanatory; however, it is important to remember that each section of the curriculum must be carefully documented. You must provide your reviewer with a blue-print of your teacher training program. The more systematic and thorough the documentation, the less time a reviewer will take in “hunting for the information. With documentation that is clear and strong, the Approval can take as little as six months. When the opposite is true, the process can take up to two years or more.

Use this space for planning:

Renewal of Approval

- ◆ At the beginning of the fifth year of Approval, the Director should contact the DDP to initiate the renewal process.
- ◆ The Director completes the renewal application including appropriate new documentation.

The Director should be able to easily document only changes to the NFP teacher training program. The form is self-explanatory.

- ◆ Once the renewal portfolio is complete, the Director contacts the DDP, and mails the renewal portfolio to the DDP for review.
- ◆ The DDP reviews the renewal portfolio.
- ◆ Upon successful review of the renewal portfolio, the DDP renews Approval for five years.

Notes:

Table IV

Policy on Failure of Compliance

If at any time an NFP teacher training program is found to be out of compliance with the *Standards*, the Diocesan Development Program for NFP reserves the right to withdraw Approval.

The director of an NFP teacher training program has the right to appeal to the Diocesan Development Program for NFP if Approval is withdrawn. Appeals should be made in writing to:

Diocesan Development Program
for
Natural Family Planning
United States Conference of Catholic Bishops
3211 4th Street, N.E.
Washington, D.C. 20017-1194

Appendices

APPENDIX A

**Samples of
Diocesan Mission Statements**

Diocese of Memphis Natural Family Planning Center

PHILOSOPHY

The Diocese of Memphis Natural Family Planning Center is dedicated to helping people understand and appreciate God's gifts of life, fertility and sexuality.

We embrace the wisdom of *Humanae Vitae* and the constant teaching of the Catholic Church on marriage and responsible parenthood. We teach Natural Family Planning exclusively, believing this to be the only method of family planning fully in accord with God's design and purpose for human sexuality and the covenant of marriage.

We believe lives can be enriched and marriages strengthened through knowledge, understanding and respect for the natural process of human fertility and procreation.

We believe NFP encourages spiritual growth in marriage by helping couples become more aware of their relationship to God in His creation of new life and their reliance on His Providential care.

We believe in the sacredness of every human life from conception to natural death.

We believe in the dignity and worth of each person as created by God, in His Image with an immortal soul, for a special purpose.

We believe in the sanctity of marriage and the Godly use of sexuality in marriage for the purpose of unifying the husband and wife, strengthening their love and commitment to each other, and the procreation of their children.

We uphold the immense value of the family as the foundation of society.

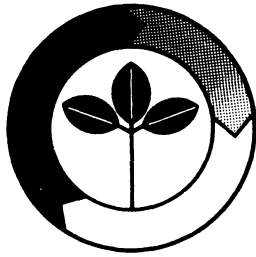
We honor the responsibility and authority of parents to provide or govern the education of their children especially in the area of human sexuality.

We believe education in chastity and the practice of this virtue offers true freedom to people of all ages to protect and value the great gifts of their sexuality and fertility.

We believe in maintaining professional excellence through the selection, training and evaluation of staff members and through the promotion of Christian community. Our services are offered to all people regardless of creed or financial status.

We believe in cooperating in research and educational activities that are consonant with our mission.

We believe in fulfilling a community need by promoting our philosophy and delivering our services in a spirit of love.



Phoenix Natural Family Planning Center

VISION

To be a widely recognized center and resource for proclaiming, witnessing and supporting authentic human sexuality.

MISSION

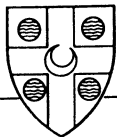
The Phoenix Natural Family Planning Center is an organization of people dedicated to the instruction, support and promotion of Natural Family Planning, sexual morality education and related married and family life issues.

We are committed to this mission because God's great gift of sexuality deeply affects every human person.

Our intention is to reach engaged and married couples, single adults/teens, clergy, religious and those individuals involved in education and formational ministry.

We will accomplish our mission by (through):

- Providing quality NFP education.
- Providing sexual morality education.
- Fostering a network of support for those who use NFP.
- Maintain a center that cooperates with other certified methods of NFP.
- Recruiting, training, certifying and updating instructors in NFP and sexual morality education in English, Spanish and other needed languages.
- Fulfilling the Diocese of Phoenix marriage preparation requirements regarding NFP.
- Promoting services through:
 - Advertisements Personal Contacts Newsletters
 - Speaking Engagements Workshops
- Participation in research projects.
- Coordinating the Center's focus and programs with the support of the Diocese of Phoenix.



Diocese of Springfield in Illinois

Catholic Pastoral Center • 1615 West Washington St. • P.O. Box 3187 • Springfield, IL 62708-3187
Switchboard (217) 698-8500 FAX (217) 698-8620

Mission Statement

It is the task of family ministry to recognize the needs of family in all its ages and stages, including marriage, parenthood, single, widowed and divorced life.

Recognizing that family life is sacred, that the home is the domestic church, and that each family is blessed with unique talents and gifts, the Office for Family and Youth Ministry seeks to educate, support, and empower families to realize this mission to guard, reveal and communicate love.

••

•Mission statement of the Office for Family & Youth Ministry
Diocese of Springfield in Illinois

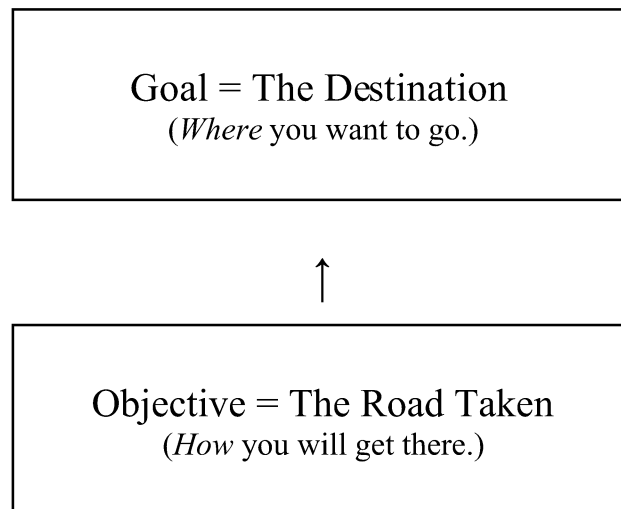
APPENDIX B

Diocesan NFP Program Goals & Objectives

Goals & Objectives

Often, people move through life in intuitive or even automatic ways. For some activities, that may be the best way to operate; however, there are other times when a conscious and methodical approach are better. Identifying program goals and creating objectives fall into this latter category. Clear goals and objectives are practical instruments to help the diocesan NFP coordinator build a stronger program and better services.

Successful diocesan NFP coordinators know that there are program management skills which are essential to the growth of NFP ministry. Identifying goals and objectives is an important management skill, and not all that difficult to learn. Just keep two simple definitions in mind:



The philosophy statement of diocesan NFP ministry explains *WHY* the services exist, but it is through achievable goals and objectives that the philosophy “comes alive. For example, if an NFP coordinator wants to attract more clients, then a realistic strategy to accomplish the task must be created. Consultation with the diocesan NFP advisory board and/or NFP teachers may prove very helpful at this point. NFP staff can “put their heads together and identify realistic steps that can be taken to target different groups for potential clients.

It is also important to remember that there are two different categories of goals--short and long term. Some goals are easily attained and measured. Others take a long time to achieve. Both must be attended to because diocesan NFP services not only provide “fertility education but also participate in the Church’s overall ministry to the engaged and married.

Knowledge, practical planning, creative thinking, team work and a good helping of faith are the ingredients which will help you build your diocesan NFP program. The following are aides to assist you to identify helpful goals and objectives.

GOALS are

| | | |
|-----------------------|--|---|
| ◆ SIMPLE | State the desired outcome. | NOT -- “Recruit new teachers. BUT -- “Five new people will be identified and trained as teachers within the next year. |
| ◆ CLEAR | Use precise words. | NOT -- “NFP teachers will know NFP method effectiveness rates. But -- “NFP teachers will be given information on NFP effectiveness rates and tested in December. |
| ◆ POSITIVE STATEMENTS | State the desired outcome in positive language. | NOT -- “Get priests to be supportive. BUT -- “Provide education on NFP to priests. |
| ◆ ATTAINABLE | Make your goal specific. | NOT -- “Increase client numbers. BUT -- “Increase client numbers by 5% within six months. |
| ◆ ONGOING | Identify an ongoing important activity or issue. | NOT -- “All Catholics will understand and accept the teachings of <i>Humanae vitae</i> . BUT -- “Provide continuing education on the Church’s teachings regarding human sexuality, conjugal love and responsible parenthood. |

Objectives

| | | |
|----------------------------------|---|--|
| ◆ are SIMPLE | These are the steps taken to reach the goal. | <p>NOT -- “Call all NFP clients inviting them to become a teacher.</p> <p>BUT-- “Request NFP teachers to submit names of clients who would be potential teacher candidates.</p> |
| ◆ use ACTION WORDS | Write statements that say what tasks need to be undertaken. | <p>NOT -- “Clergy education days need to be organized.</p> <p>BUT- “Plan a clergy education day by May 5.</p> |
| ◆ can be SHORT TERM or LONG TERM | Estimate how long a specific task will take--be realistic. | <p>NOT -- “Develop a sliding fee schedule.</p> <p>BUT - “Develop a sliding fee schedule within a month.</p> |
| ◆ MEASURABLE | <p>The objective itself must be evaluated.</p> <p><i>(This is critical to the achievement of the goal.)</i></p> | <p>NOT -- “Teachers will be questioned on their knowledge of NFP effectiveness rates.</p> <p>BUT- “An objective test will be administered to teachers on NFP effectiveness rates on December 10.</p> |

Remember these few key phrases in writing goals and objectives

WHAT do you want to achieve?

HOW will you achieve it?

WHEN do you want it accomplished?

Still don't get it?

Try answering these questions.

| GOALS <i>What do you want to accomplish?</i> | OBJECTIVES <i>How will you accomplish that?</i> |
|--|---|
| <i>Do you want to increase the number of diocesan NFP teachers? Write a statement saying so.</i> | <i>How will you recruit potential NFP teachers? List the steps you will take.</i> |
| <i>Do you want to increase the number of NFP clients?</i> | <i>How will potential clients be identified?</i> |
| <i>Do you need additional funding for your program?</i> | <i>What events will you plan to raise funds?</i> |
| <i>Are the priests in your diocese in need of NFP education?</i> | <i>What educational activities will you plan to educate priests on NFP?</i> |

Want help evaluating your established goals and objectives?
Answer the following.

What are your established goals?

Which are long term?

Which are short term?

Which goals have been achieved?

How were you able to achieve the goal?
(Answer per each goal achieved.)

Which goals have not been achieved? (Answer per each goal not achieved.):

State the unachieved goal:

Was this goal realistic?

Can you name the obstacles that prohibited the achieving of this goal?

What is your plan to overcome the obstacles that prohibited the achieving of this goal?

APPENDIX C

Essential Elements of Record Keeping

Essential Elements of Record Keeping

Each diocesan NFP program should establish its own policy for record keeping. That policy should reflect the philosophy and needs of the diocesan NFP program. The policy should also meet, but may exceed, the minimum requirements of the *Standards*.

In several places the *Standards* speak of record keeping as it applies to the teacher.

- Under the heading of what is required of a diocesan NFP teacher, the *Standards* say

that the teacher must keep “. . . confidential *client records* (*emphasis added*) concerning personal background, instruction, and follow-up, in accord with the local diocesan NFP program (*section two, P.2, p. 11*).

- Record keeping is also mentioned under the heading of what diocesan NFP teachers should do in client follow-up

“At least two personal chart reviews *with appropriate documentation* (*emphasis added*) (*section three, C. 1, p. 15*).

- Under the heading of what an NFP teacher training program should teach with regard to “Program Management” the *Standards* say

“Rationales and instruction for *record keeping* (*emphasis added*) confidentiality, and program management (*section four, F.2, p. 19*).

The sections in the *Standards* where the words “record keeping” are mentioned must be read in context. It is important to distinguish between what the teacher must record in his/her client records for the purpose of teaching effectively, from what the diocesan NFP central office needs to record in order to have an efficient program. Three facets should be common to both for good record keeping: confidentiality, management, and data.

Confidentiality

The *Standards* define confidentiality as,

A professional ethic that protects the privacy of clients. Confidentiality prevents the disclosure of personal information to any third party outside the realm of NFP instruction without the client’s prior written authorization. (*p. 21*)

Pertinent client information that is recorded by an NFP teacher and passed onto the diocesan NFP coordinator is confidential. This means that if the diocesan NFP program were to participate in a research project, only non-identifying data can be released. Consent forms may also be required for participation in different types of studies.

Management

All client records should be stored in a secure place. Diocesan NFP programs should establish their own policy with regard to the amount of data collected from clients, the place where data is to be stored, and the length of time records should be kept. This should be different from the teacher's records which should keep track of client contacts and follow-up.

Data

The *Standards* describe broad areas of client record content as including the “personal background, instruction, and follow-up, of the client “in accord with the local diocesan NFP program (*section two, P.2, p.11*). The *Standards* also treat the basic elements of client follow-up where additional pertinent information is required to be recorded (*see section three, C.1- 6, p. 15*).

Not certain about what information you need to keep for your client records?

The following are examples of typical content which many diocesan NFP programs record.

Basic information including:

Full name of both husband and wife

Address and phone

For engaged couples, date of wedding/for married couples, date of marriage

Address after wedding

Age and education of both husband and wife

Religious affiliation

Number and ages of children

Family planning intention

Spacing--Limiting

Achieving

Reproductive category

Medical history (*especially conditions and/or prescriptions which will have a bearing on the signs of fertility*).

Contraceptive history (*particularly the discontinuation date of the last method used*).

Referral (*Church, medical, NFP couple, other; NB, this is the information which the DDP collects from dioceses annually*).

Evaluation of the client's progress in understanding the method and use of method.

Record of the clients understanding and incorporation of the method into their lifestyle. (*This record would indicate readiness for autonomy.*)

APPENDIX D

Essential Elements of Follow-Up

Essential Elements of Follow-Up

Each diocesan NFP program should establish its own policy for follow-up requirements, which, in turn, should be built into the Approved client/couple teaching curricula used by the diocesan NFP teachers. The diocesan policy should also reflect the requirements of the Approved NFP teacher training programs used in the diocese. Diocesan NFP program follow-up must meet, but may exceed, the minimum requirements of the *Standards*. The *Standards* describe the essential elements of follow-up as adapted to the particular needs and circumstances of the couple/client (*section three, p.15*) and consisting of

1. At least two personal chart reviews with appropriate documentation (*section three, C. 1, p. 15*);

Personal

The client should know that the teacher is available for questions, encouragement, guidance, and support. Chart reviews should be conducted in person. If this is not possible, the follow-up chart reviews could be done by mail or fax with telephone conversations or e-mail.

Appropriate record keeping

Individual records on each client should be kept by the teacher. The *content and determined period of time* should be in accord with the policy of the diocesan NFP program. These records should accurately reflect all conversations with the clients.

2. Appropriate follow-up contacts after formal instruction is completed until the client reaches autonomy (*see section three, C. 2, p. 15*);

Appropriate follow-up

It is the teacher's responsibility to schedule appropriate follow-up appointments with the client "during and after formal instruction until the couple/client achieves autonomy (*section three, p. 13*). Special attention should be given to the teacher's assessment of the needs of the individual clients.

Autonomy

The accurate identification of the beginning and end of the woman's fertile phase; and the couple's confident use of this knowledge to direct their sexual behavior to correspond with their family planning intention (*Standards, p.21*).

3. Assessment of the client's progress in (*see section three, C. 3, a-e, p. 15*):
 - a) Observing, correctly charting, and interpreting daily the sign(s) of fertility;
 - b) Recognizing and understanding the days of fertility and infertility in the cycle and any change in the fertility pattern;
 - c) Following method instruction according to their family planning intention;
 - d) Integrating periodic abstinence in their lives;
 - e) Gaining confidence in and satisfaction with their use of NFP;
4. Recording and evaluating the occurrence of pregnancies, as well as discontinuation of follow-up (*section three, C. 4 and 5, p. 15*);
5. Making appropriate medical, psychological, educational, or pastoral referral as needed (*see section three, C. 6, p.15*).

(The following are samples of follow-up forms. They are used with permission.)

The Diocese of Harrisburg

NATURAL FAMILY PLANNING PROGRAM Chart Follow Up Guide

Client Name _____ Chart No. _____

Chart Date _____ Today's Date _____

Chart Reviewer _____ For Assistance Call _____

GOOD

CAUTION

Yes No Was "E" Rule followed during pre-ovulatory dry days?

Yes No At least 3 mucus days before peak

Yes No Peak is marked

Yes No Menses confirms peak

Temperature Baseline _____

Full Thermal Shift line _____

Yes No At least 6 days of low temp

Yes No Third temp at full thermal shift level

Yes No If No, fourth temperature above baseline

Pre-ovulatory Non-fertile Days: Day _____ to Day _____

Fertile Days: Day _____ to Day _____

Post-ovulatory Non-fertile Days: Day _____ to Day _____

Date Next Cycle Begins _____

COMMENTS:

The Diocese of Harrisburg

NATURAL FAMILY PLANNING PROGRAM
Client Progress Record

Instructor(s) _____

Client Name _____

Address _____
Street City State Zip

Initial Instruction (Date) _____

Client Understanding of Method (circle one): E G F P
E = Excellent G = Good F = Fair P = Poor

2-Week Follow-up Contact (Date) _____ Is Client Charting? (Y/N) _____

Client Satisfaction With Method (circle one): E G F P

Instructor Assessment of Client Method Application:

| <u>Chart #</u> | <u>Charting</u> | <u>Use of Method</u> |
|----------------------|-----------------|----------------------|
| 1 | E G F P | E G F P |
| Instructor Comments: | | |
| 2 | E G F P | E G F P |
| Instructor Comments: | | |
| 3 | E G F P | E G F P |
| Instructor Comments: | | |
| 4 | E G F P | E G F P |
| Instructor Comments: | | |
| 5 | E G F P | E G F P |
| Instructor Comments: | | |
| 6 | E G F P | E G F P |
| Instructor Comments: | | |

The Diocese of Harrisburg

**NATURAL FAMILY PLANNING PROGRAM
Client Progress Summary**

Instructor(s) _____

Client Name _____

Address _____
Street City State Zip

Initial Instruction (Date) _____

Instructor Assessment of Client Method Application

Here write additional comments as necessary relative to all charts reviewed prior to granting autonomy:

Autonomy Granted (Date): _____

Instructor Final Comments:

Follow-Up Number:

**MARQUETTE UNIVERSITY
INSTITUTE FOR NATURAL FAMILY PLANNING**

FOLLOW-UP FORM*

IDENTIFICATION

Women's Name: _____

Today's Date

Day

Month

Year

Identification Number

Center

Teacher

Client

Reproductive Category

- | | |
|------------------------------------|------------------------------------|
| 1. Regular (25-35 days) | 5. Post Partum (Not Breastfeeding) |
| 2. Long (More than 35 days) | 6. Pre-menopause (40 yrs or older) |
| 3. Post Hormonal: pill & injection | 7. Post Miscarriage |
| 4. Post Partum (Breastfeeding) | 8. Other: specify _____ |

CHARTING

1. Follow-up form number?

2. This follow-up visit is at:

1. Client's home
2. NFP clinic/center
3. Hospital
4. Elsewhere/specify _____

3. When did you begin charting?

Day

Month

Year

4. How many months has it been since you began charting?

5. How many complete cycles have you charted?

6. Who is mainly responsible for keeping your chart?

- | | |
|-----------|-------------------|
| 1. Self | 3. Other/friend |
| 2. Spouse | 4. No record kept |

*This form is adapted from the follow-up form created by Gray & Kambic, **NFP Program Evaluation and Accountability** in Lancot, C., Martin, M.C., & Shivanandan, M. Eds. *Natural Family Planning: Development of National Programs*. Washington, D.C.: International Federation for Family Life Promotion, 1984.

CHART REVIEW

7. Client record/chart shows she is charting: (Mark all that apply)

- 1. Cervical/vulvar Sensations ☐
- 2. Cervical Mucus Appearance ☐
- 3. Urinary Hormones (Clearplan) or LH ☐
- 4. Temperature ☐
- 5. Other: specify _____ ☐

8. The chart shows: ☐

- 1. Not every day charted – not enough information to interpret
- 2. Every day charted – not enough information to interpret
- 3. Every day charted - enough information to interpret
- 4. Days necessary to interpret the fertile time are charted

9. Is there any difficulty in identifying the preovulatory infertile, the fertile, and the postovulatory infertile time? ☐

- 1. No difficulty
- 2. Client has difficulty; specify _____
- 3. Teacher has difficulty; specify _____
- 4. Both have difficulty;specify _____

10. Intercourse is recorded: ☐

- 1. All acts recorded
- 2. Incomplete record
- 3. No recorded acts

COMMENTS ON CHARTING

INSTRUCTIONS

11. Client understands how to monitor her biological signs of fertility? ☐

1. Yes 2. No 3. Unsure

12. Client is consistent in observing and monitoring biological signs? ☐

1. Yes 2. No 3. Unsure

13. Client understands instructions for avoiding pregnancy? ☐

1. Yes 2. No 3. Unsure

14. Client understands instructions for achieving pregnancy? ☐

1. Yes 2. No 3. Unsure

15. Client understands instructions for arousal and seminal fluid? ☐

1. Yes 2. No 3. Unsure

16. Client understands the effects of stress on the menstrual cycle? ☐

1. Yes 2. No 3. Unsure

SPECIAL CIRCUMSTANCES INSTRUCTIONS

17. Client understands the special instructions for post-pill status? ☐

1. Yes 2. No 3. Unsure

18. Client understands the special instructions for breastfeeding? ☐

1. Yes 2. No 3. Unsure

19. Client understands the special instructions for post-partum? ☐

1. Yes 2. No 3. Unsure

20. Client understands the special instructions for pre-menopause? ☐

1. Yes 2. No 3. Unsure

COMMENTS ON INSTRUCTIONS

CLIENT BEHAVIORS

21. A. Do you or your spouse have any difficulties with abstinence? ☐

- | | |
|--------------------------|---------------------|
| 1. No | 3. Always difficult |
| 2. Occasional difficulty | 4. Uncertain |

B. Who has the difficulty ? ☐

- | | |
|-----------|--------------|
| 1. Woman | 3. Both |
| 2. Spouse | 4. Uncertain |

22. During the fertile phase of the cycle do you? ☐

1. Abstain
2. Have intercourse without contraceptives
3. Have intercourse with a barrier
4. Have intercourse with withdrawal or have other genital contact
5. No comment from client

23. Does the couple intend to avoid pregnancy for the next 3 months? ☐

- | | | |
|--------|-------|---------------|
| 1. Yes | 2. No | 3. Don't know |
|--------|-------|---------------|

24. The couple wants to avoid pregnancy, are they following the instructions? ☐

1. No they don't understand the instructions of the method
2. No, they are taking risks
3. No, they are using barrier methods
4. Yes
5. Don't Know

If no, specify why the instructions are not being followed and why _____

25. Is the spouse present at the follow-up? ☐

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

26. The couples satisfaction with the Marquette Method Of NFP?

Woman: 1. Un-satisfied 2. Unsure 3. Satisfied 4. Very Satisfied ☐

Man: 1. Un-satisfied 2. Unsure 3. Satisfied 4. Very Satisfied ☐

If unsatisfied or unsure, why? _____

AUTONOMY

27. Is the client/couple autonomous? ☐

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**MARQUETTE UNIVERSITY
INSTITUTE FOR NATURAL FAMILY PLANNING**

PREGNANCY EVALUATION FORM

IDENTIFICATION

Women's Name: _____

Today's Date

Day

Month

Year

Identification Number

Center

Teacher

Client

PREGNANCY ANALYSIS

CLIENT

1. Date of last menstrual period:

Day

Month

Year

2. Client became pregnant and was confirmed by:

☐

1. Test (immunological-lab)
2. NFP Chart
3. Home urine test
4. Physical exam by physician
5. Other: specify _____

3. Is a photocopy of the original pregnancy chart attached?

☐

1. Yes
2. Not available (If not available attach comments on pregnancy from user and teacher.)

4. Is there evidence of intercourse or genital contact on days of fertility?

☐

1. Yes
2. No

5. Client states pregnancy is due to:

☐

1. Both client and spouse decided to try to conceive
2. Client and/or spouse took risks
3. Client did not think she was fertile

6. Will the client ever use NFP in future?

☐

1. Definitely not
2. Probably not
3. Probably yes
4. Definitely yes

PREGNANCY ANALYSIS – INSTRUCTOR

7. In the judgement of the instructor the pregnancy is due to:

☐

1. Misunderstanding by the client
2. Incorrect or insufficient information given by the instructor
3. Conscious departure from instruction to avoid- no barrier used
4. Conscious departure from instruction to avoid- barrier used
5. Method related (must have chart to make this judgement)
6. Unresolved
7. Planned pregnancy (User had no intention to avoid this cycle)

8. A. Conception is a result of intercourse on cycle day:
(Code 00 if don't know)

☐☐

B. In the apparent

☐

1. Preovulatory infertile time
2. Fertile time
3. Postovulatory infertile time
4. Unknown

REVIEW BY SUPERVISOR (IF NECESSARY)

9. Reviewed by supervisor on

☐☐☐☐☐☐

Day

Month

Year

10. Supervisors comments:

1. Agree with pregnancy analysis
2. Disagree with pregnancy analysis - specify

☐

GENERAL COMMENTS ON PREGNANCY

TEACHER'S SIGNATURE _____ DATE _____

SUPERVISOR'S SIGNATURE _____ DATE _____

**MARQUETTE UNIVERSITY
INSTITUTE FOR NATURAL FAMILY PLANNING**

DISCONTINUATION FORM

IDENTIFICATION

Women's Name: _____

Today's Date

Day

Month

Year

Identification Number

Center

Teacher

Client

DISCONTINUATION

1. Date of discontinuation:

Day

Month

Year

2. Kind of discontinuation

☐

1. Lost to follow-up

2. Health related

3. Personal

4. Pregnant

5. Other: specify _____

3. Lost to follow-up

☐

1. Whereabouts unknown

2. Left area

4. Health/medical

☐

1. Menopause

2. Medical condition/medicine or drugs that prevent charting specify _____

3. Hysterectomy

4. Deceased

5. Other – specify _____

5. Personal

☐

1. Privacy

2. Social/family pressure

3. Lack of confidence in NFP

4. Method too complicated

5. Excessive abstinence

6. Prefers other method

7. No need

8. Other: Specify _____

APPENDIX E

Essential Elements of Supervised Practicum

Essential Elements of Supervised Practicum

The *Standards* state that an NFP teacher candidate's formal evaluation includes a supervised practicum consisting of

“an assigned supervisor”

with the teacher candidate **“teaching at least six couples/clients,
with follow-up, for a minimum duration of six months”**

during which time the supervisor provides **“ongoing guidance, assessment,
evaluation, and documentation of the
teacher candidate's progress”** (*section four, H. 2, a-c, p. 20*).

When conducting a review of an NFP teacher training program, the Board of Review takes into account the following elements which are accepted by the majority of NFP teacher training programs as essential elements of a basic supervised practicum:

1. The NFP teacher training program assigns a supervisor to the teacher candidate.
2. The supervisor makes contact with the teacher candidate.
3. Contact between the supervisor and the trainee includes: written (*e.g., mail*); spoken (*e.g., phone*); and/or in person observation and guidance (*e.g., classroom observation*).

NB: When an in-person contact review session is not feasible, the teacher candidate should be video or audio taped. The tape must then be reviewed by the supervisor and documented.

4. The purpose of contact is:
 - a) To review all records and charts from the 6 couples (*if feasible*) that the trainee teaches in the 6 month or longer period;
 - b) To provide feedback and help on any problems that the trainee encounters;
 - c) To ascertain that the trainee is teaching required content;
 - d) To ascertain that the trainee has experience with a variety of reproductive categories;
 - e) To evaluate the trainee's communication skills in the classroom.

