

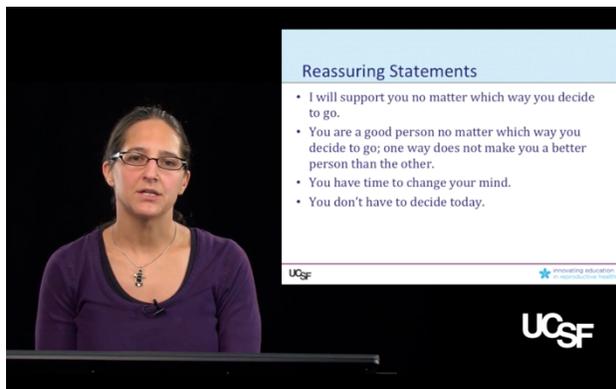
The Framework: Counseling for Patient-Centered Abortion Care

Learning Objectives:

By the end of the session, learners will be able to:

- Acknowledge the potential for a judgmental reaction to interfere with the patient-provider relationship and develop strategies to minimize its interference.
- Identify strategies for maintaining a positive relationship with patients who make decisions about health care with which you may disagree.
- Define patient-centered care
- Provide objective and compassionate pregnancy options counseling
- Practice patient communication skills

Video Lecture:



Decision Counseling for Positive Pregnancy Test Results
Presented by Alissa Perrucci, PhD, MPH

Available at: <http://innovating-education.org/2018/09/the-patient-has-the-answer-pregnancy-options-counseling-workshop/>

Suggested Readings:

- Perrucci, Alissa. Decision Assessment and Counseling in Abortion Care: Philosophy and Practice. 2012.
- Moore A, Frohwirth L and Blades N, What women want from abortion counseling in the United States: a qualitative study of abortion patients in 2008, *Social Work in Health Care*, 2011, 50(6):424–442.
- Foster DG et al., Attitudes and decision making among women seeking abortions at one U.S. clinic, *Perspectives on Sexual and Reproductive Health*, 2012, 44(2):117–124.

Lesson Plan in a Flipped Classroom Setting

The Framework: Counseling for Patient-Centered Abortion Care

Using a flipped classroom model, this lesson plan will use the video lecture and additional resources to provide learners with an engaging learning environment. [Here's how](#) to use this course in a “flipped-classroom” at your own institution.

Teaching Points:

- There is no knowledge that you possess about the answer to the patient’s dilemma that they do not.
- One pregnancy decision is not “more moral” than another; she is a good person making a moral decision for herself.
- Building rapport with patients starts with establishing trust that you are giving them accurate unbiased information and don’t have an agenda.
- Create a space where patients feel that it is safe to ask questions.
- Establish an environment free of stigma around pregnancy decisions by modeling unbiased language.

Time Required:

Total Time of Video Lectures: 38 min (Didactic Lecture: 25 min, *The Framework*: 13 min)

Estimated Independent Prep Time Required by Learner: 30 min

Total Estimated Time Required for In-Classroom Activity: 30 min-1 hr

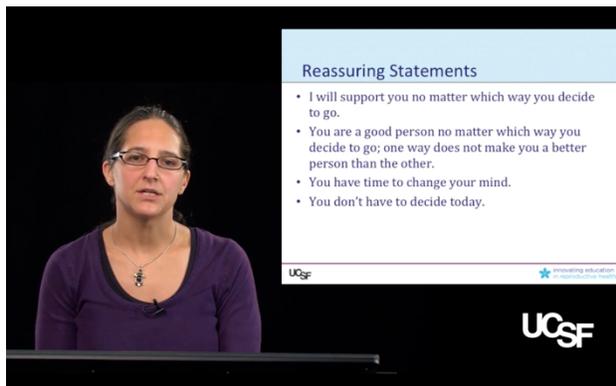
Materials Required and Instructor Preparation:

- Learners will need internet access with enough bandwidth to view streaming videos.
- The instructor should print copies of the small group activity quiz (page 3) included in this packet.

Individual Activity:

Decision Counseling for Positive Pregnancy Test Results Lecture

- Learners can watch didactic lecture before the workshop in a flipped classroom model or during the workshop.
- Learners may be assigned any of the following relevant readings (determined by instructor’s desired learner work-load) as outlined in the “Suggested Readings” section on page 1.

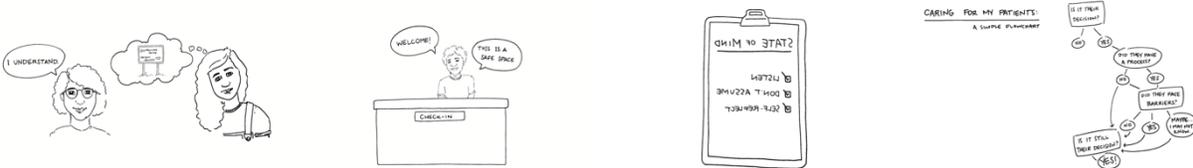


In-Classroom Activity

The small group activity is based on a didactic video lecture, *Decision Counseling for Positive Pregnancy Test Results*, that provides a knowledge base, terminology, and techniques, along with group activities and case studies. *The Framework*, which is comprised of four counseling videos, is intended to provide learners with a counseling framework and facilitate patient-centered counseling.

Directions:

- Play 4 counseling framework videos.
- After these videos, break learners into groups of 3-4.
- **Small Group Activity:** Read the case aloud to the group and ask small groups to discuss case and questions listed below.
- **Large Group Activity:** At the end of the small group activity, convene the class. Present the questions and have learners share their answers and discuss.
- Write the correct answers on the board for the class to see. Collect each handout from learners. (The instructor can reference the answer sheet on page 4-5).



Available at: <http://innovating-education.org/2018/09/the-patient-has-the-answer-pregnancy-options-counseling-workshop/>

Small Group Activity:

Case study:

Tania is 22 years old and presents at the clinic for a pregnancy test and you find that she is pregnant. She is thoughtful and introspective. She has a moral conflict with abortion but does not desire to parent at this time. Tania asks you whether or not you think abortion is a sin. How would you counsel Tania?

1. How would you respond to Tania's question?
2. What, if any, feelings do you have about Tania's gestational age?
3. What are some things that you initially can say to Tania to establish rapport?
4. How can you tactfully explore her moral conflict with abortion?

Large Group Discussion Questions:

- Patient calls pregnancy a baby? How does that make you feel? What language would you use with that patient?
- How would you feel if a patient seeking an abortion wants to keep the ultrasound?
- What do you think about a patient who returns to your clinic for another abortion? How does that make you feel?

Names

The Framework: Counseling for Patient-Centered Abortion Care
Small Group Activity Quiz

Questions:

In your group, answer the following multiple-choice and short answer questions referencing the video lecture assigned before class. Be prepared to turn in this handout at the end of class.

1. Who has the answer in terms of ?
2. What are the 3 steps of the approach for counseling for positive pregnancy test results?
 - a.
 - b.
 - c.
3. Which of the following is NOT a component of the listening step?
 - a. Asking yes or no questions
 - b. Silence
 - c. Being open and curious about the patient's process
 - d. Asking open-ended questions
4. True or False: It is fine to assume the patient understand what a "positive" or "negative" pregnancy test means.
5. Which of the following are potential options for validating a patient's statements or feelings?
 - a. I can help you with that
 - b. I imagine that must have been very difficult
 - c. You're doing a good job
 - d. It's okay to cry here
 - e. All of the above

Open-ended Question

6. What role does language play in communicating any sense of stigma or judgment around a particular option?

The Framework: Counseling for Patient-Centered Abortion Care
Small Group Activity Quiz

Answers

1. Who has the answer and why?
The patient. They are the expert on their life.
2. What are the 3 steps of the approach for counseling for positive pregnancy test results?
 - a. **Listen**
 - b. **Do not assume**
 - c. **Self-reflect**
3. Which of the following is NOT a component of the listening step?
 - a. **Asking yes or no questions**
 - b. Silence
 - c. Being open and curious about the patient's process
 - d. Asking open-ended questions
4. True or False: It is fine to assume the patient understand what a "positive" or "negative" pregnancy test means.

False

5. Which of the following are potential options for validating a patient's statements or feelings?
 - a. I can help you with that
 - b. I imagine that must have been very difficult
 - c. You're doing a good job
 - d. It's okay to cry here
 - e. **All of the above**
6. What role does language play in communicating any sense of stigma or judgment around a particular option?

Examples:

- Saying *abortion* or *termination*
- Saying *make an adoption plan* or *place the baby for adoption*
- Saying *continuing the pregnancy* or *keeping the baby*