

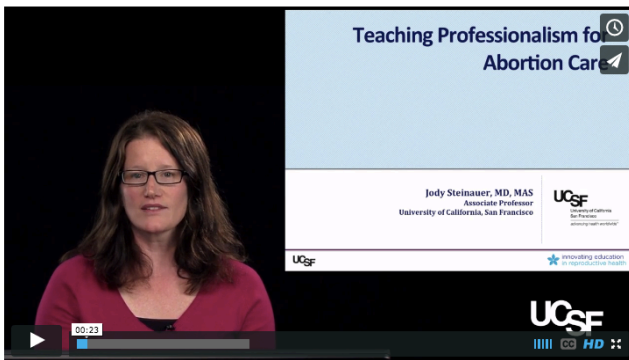
Video Companion Guide

Teaching Professionalism in Abortion Care

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

- Reflect on their own feelings and values about challenging patients and discuss patient interactions that might make them feel uncomfortable.
- Use awareness to identify strategies for maintaining a therapeutic relationship with patients who make decisions about health care with which the student may disagree.
- Understand how a judgmental reaction or tone may interfere with the patient- doctor relationship.
 - Develop strategies for preventing this interference.

Video Lecture: Teaching Professionalism in Abortion Care
Presented by Dr. Jody Steinauer



Available for free viewing at:

www.innovating-education.org/2016/02/teaching-professionalism-for-abortion-care/

Suggested Readings:

- [Derksen F, Bensing J, Lagro-Janssen A. Effectiveness of empathy in general practice: a systematic review. British Journal of General Practice. 2013. 63\(606\): e76-84.](#)
- [Hojat M, Vergare MJ, Maxell K, et al. The Devil is in the Third Year: A Longitudinal Study of Erosion of Empathy in Medical School. Academic Medicine. 2009. 84\(9\): 1182-91.](#)
- [National Abortion Federation: Values Clarification Guide for Health Care Professionals](#)
- [Steinauer J, Sufrin C, Hawkins M, Preskill F, Koenemann K, Dehlendorf C. Caring for Challenging Patients Workshop. MedEdPORTAL; Publications 2014](#)

Teaching Points

- It is important to prioritize time for reflection when providers are challenged by patients.
- Educators must engage learners in discussions about their feelings about abortion, pregnancy options, counseling, and referral.

Lesson Plan: *Teaching Professionalism in 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.

What is a "Flipped Classroom" Learning Model?

A "flipped classroom" model provides students with instructional content prior to class and facilitates in-class activities that focus on higher-level cognitive activities.^{1,2} This model differs from a traditional direct instruction approach and uses class time for students to engage in hands-on learning, collaboration with their peers, and evaluation of their own progress. Students are then able to practice applying key concepts while receiving guidance and feedback when it can help them most.^{1,2,3}

Time Required

Total Time of Video Lecture: 17 minutes

[Recommended] Estimated Independent Prep Time Required by Learner: 1 hour

Total Estimated Time Required for In-Classroom Activity: 1 hour

Materials Required and Instructor Preparation

- Students will need internet access with enough bandwidth to view streaming videos.
- The instructor should print copies of the in-class activity prompt and assignment (Pages 3 and 4) included in this packet.

Activity

Independent Preparation (conducted by learner before in-classroom activity)

- Learners should independently view the video lecture.
- 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 in-classroom exercise in this lesson will allow participants to independently work through the values clarification schema presented in Dr. Steinauer's video lecture and then discuss in small groups.

- Distribute the prompt and in-class activity assignment (double-side print pages 3 and 4) to each learner and allow 20-25 minutes for completion.
- Next, divide the classroom into small groups of two or three and ask students to share their answers. At the end of the 15-minute small group activity, convene the class together.
- Present the questions discussed in the small group activity (review each prompt option at a time) and have individuals offer to share their answers.
- When every group has answered, provide an opportunity for a dialogue between students. As the conversation begins to come to a close, reflect back on the discussion by drawing on the teaching points. Collect each individual's assignment.

Name _____

Teaching Professionalism in Abortion Care In-Classroom Activity Prompt

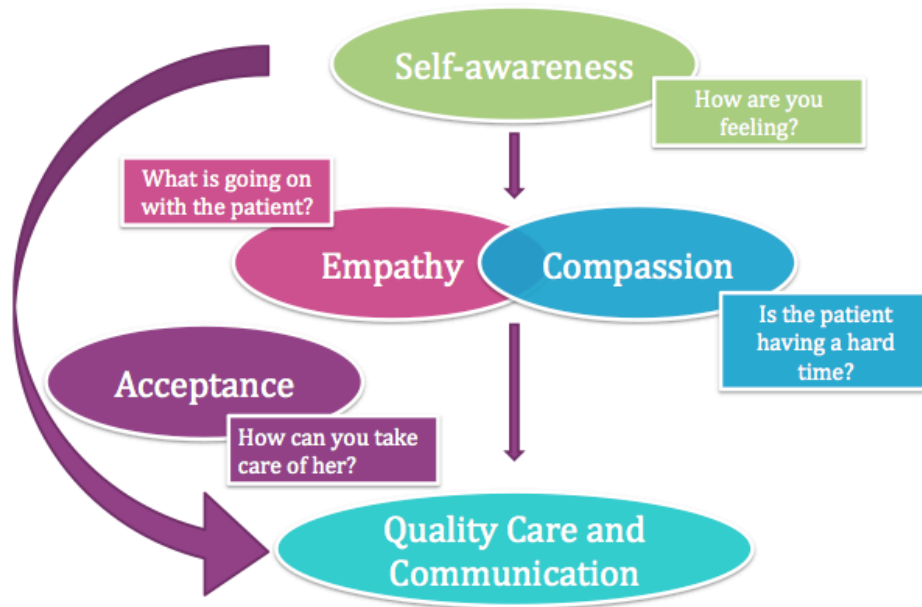


Figure 1. Values Clarification Schema

In the video “Teaching Professionalism in Abortion Care” Dr. Jody Steinauer presented a schema (Figure 1 presented above) to help individuals develop self-awareness when caring for patients who challenge us. Select and respond to one of the prompts listed below:

Option #1:

Consider a 23-year old patient who has had an abortion in the past and now presents with another undesired pregnancy. How do you feel about her?

Option #2:

Consider a patient who is sexually active who does not use contraception and does not desire pregnancy. How do you feel about her?

(Turn page over for assignment →)

Teaching Professionalism in Abortion Care In-Classroom Activity: Individual Assignment

Using the schema presented on the previous page to answer the following questions below.

Please circle the prompt you will be answering in this assignment:

Option #1

Option #2

1. If you were a clinician would you feel comfortable counseling her? If so, why? If not, why not?

2. Could you/would you refer her to care? Please discuss.
 - What are possible reasons a woman finds herself in this position? Define/explore the following concepts as they pertain to your case example: self-awareness, compassion, empathy, and acceptance.

3. Even if you felt upset by the patient, how could one try to provide supportive counseling?
 - Explain how increasing self-awareness, compassion, empathy, and acceptance leads to improved health outcomes.