

# Video Companion Guide

## Abortion Disparities: A Public Health Approach

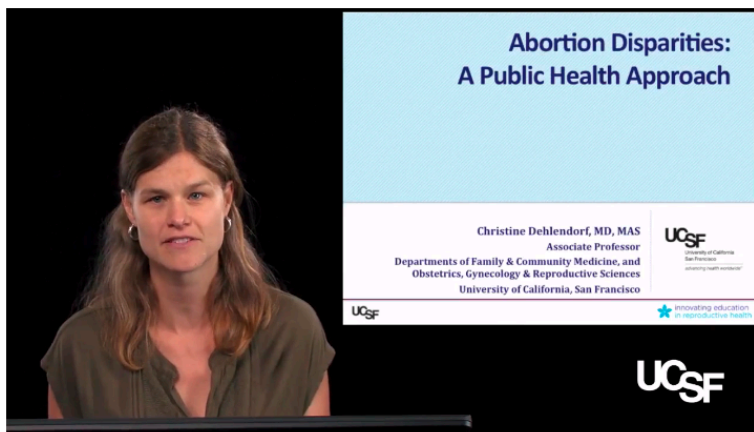
### Learning Objectives:

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

- Describe the limitations of the public health approach to addressing disparities in abortion.
- Identify primary and secondary prevention strategies to reduce disparities in abortion.
- Describe 3 structural causes for disparities in unintended pregnancy and abortion access.

Video Lecture: Abortion Disparities: A Public Health Approach

Presented by Dr. Christine Dehlendorf



Available for free viewing at:

<http://innovating-education.org/2016/02/abortion-disparities-a-public-health-approach-2/>

### Suggested Readings:

- [Haider S, Stoffel C, Donenberg G, Geller S. Reproductive health disparities: a focus on family planning and prevention among minority women and adolescents. Glob Adv Health Med. 2013 Sep;2\(5\):94-9.](#)
- [Finer LB, Zolna MR. Shifts in intended and unintended pregnancies in the United States, 2001-2008. Am J Public Health. 2014 Feb;104 Suppl 1:S43-8.](#)
- [Dehlendorf C, Harris LH, Weitz TA. Disparities in abortion rates: a public health approach. Am J Public Health. 2013 Oct;103\(10\):1772-9.](#)
- [Dehlendorf C, Weitz T. Access to abortion services: a neglected health disparity. J Health Care Poor Underserved. 2011 May;22\(2\):415-21.](#)

## Teaching Points

- In the U.S. there are pervasive disparities in abortion by race/ethnicity and socioeconomic status.
  - Black and Hispanic women, and poor women, have higher rates of abortion, and women with lower education are more likely to have abortions at later gestations.
- The public health approach most often applied to addresses disparities in abortion focuses on unintended pregnancy.
  - The problem with this approach is that there is a tendency to focus on individual influences (whether a woman has sex or uses contraception) and target these as “high risk behaviors” (and abortion is the “problem”) rather than looking at the structural causes of these behaviors such as economic disadvantage.
- Both primary and secondary prevention methods can reduce abortion-related disparities.
  - Primary prevention: (ex.) Help patients avoid an unintended pregnancy
    - Ways to decrease disparities in primary prevention include: expanding contraceptive use, addressing structural causes such as disparities in opportunities and resources, racism and discrimination in the health care setting, and contraceptive safety concerns rooted in history of coercion.
  - Secondary prevention: (ex.) Once individuals have an unintended pregnancy, think about how to address disparities in complications (access to prompt, safe abortion care when needed)
    - Ways to decrease disparities in secondary prevention include: addressing barriers that disproportionately affect women such as lack of insurance coverage or public funding for abortion, lack of abortion providers, mandated waiting periods, and gestational age limits.

## Suggested Discussion Questions

1. Describe the problem with the public health approach to addressing disparities in abortion.
2. In the United States, there are pervasive disparities in reproductive health and abortion.
  - What are examples of “primary prevention” strategies to decrease these disparities?
  - What are examples of “secondary prevention” strategies to decrease these disparities?
3. Discuss at least 3 structural causes for disparities in unintended pregnancy and abortion access and how they disproportionately affect disadvantaged women.

## Lesson Plan: *Abortion Disparities: A Public Health Approach*

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 learners with instructional content prior to class and facilitates in-class activities that focus on higher-level cognitive activities.<sup>1,2</sup> This model differs from a traditional direct instruction approach and uses class time for learners to engage in hands-on learning, collaboration with their peers, and evaluation of their own progress. Learners are then able to practice applying key concepts while receiving guidance and feedback when it can help them most.<sup>1,2,3</sup>

### 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

- Learners will need internet access with enough bandwidth to view streaming videos.
- The instructor should print copies of the small group activity handout (Page 4) and the individual in-class assignment (Page 5) included in this packet.
- Prior to the arrival of learners in the classroom, the instructor should write the questions from the small group activity handout on a chalkboard or easel so visible to all learners.

### 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 (Small Group and Individual Assignment)*

- Divide the classroom into small groups (of 2 or 3) and distribute the small group activity handout (Page 4). Instruct learners to spend 15 minutes and work together to answer the questions provided on the handout. At the end of this activity, convene the class.
- Present the questions discussed in the small group activity and have each group share their answers. Write these points out on the board for the class to see.
- When every group has answered, provide an opportunity for a dialogue between learners. As the conversation begins to come to a close, reflect back on the discussion by drawing on the teaching points. Collect each handout from the group.
- Next, distribute the individual assignment (on Page 5) to each learner and allow 10-15 minutes for completion. Collect the individual assignments and conclude the lesson.



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Name

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Date

## **Abortion Disparities: A Public Health Approach Individual In-Class Assignment**

In 1-2 short paragraphs (for each question), please answer the following questions referencing the video lecture, "Abortion Disparities: A Public Health Approach", assigned readings, and the small group activity. You will turn in this completed handout at the end of this session.

### Questions

1. Discuss at least 3 structural causes for disparities in unintended pregnancy and abortion access and how they disproportionately affect disadvantaged women.