

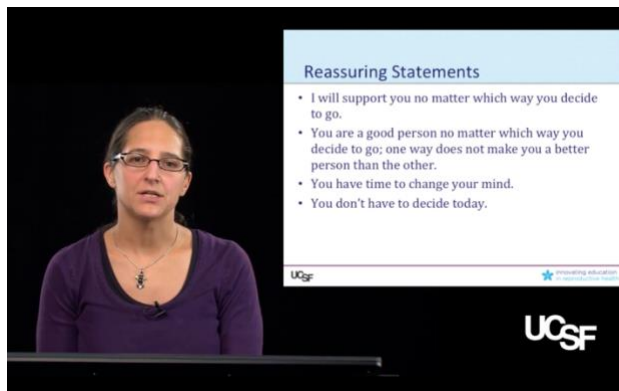
## The Framework: Counseling for Patient-Centered Abortion Care

### Learning Objectives:

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

- Recognize areas in your practice where you may experience a judgmental reaction to patient statements, questions and decisions.
- Apply conversational techniques for maintaining a positive relationship with patients who make decisions about health care with which you may disagree.
- Compare and contrast different words and phrases that are used in options counseling.
- Analyze alternative responses to patient statements.
- Practice techniques for talking with patients about their pregnancy decisions

### 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.
- Gould H, Foster DG, Perrucci AC, Barar RE, Roberts SC. Predictors of abortion counseling receipt and helpfulness in the United States. *Women's Health Issues* (2013) Jul-Aug; 23(4):e249-e255. 9.
- Gould H, Perrucci A, Barar R, Sinkford D, Foster DG. Patient education and emotional support practices in abortion care facilities in the United States. *Women's Health Issues*. (2012) Jul-Aug; 22(4):e359-e364.
- 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:

- Your own liberation rests upon the belief that your patient is the expert on her own life.
- Building rapport with patients starts with establishing trust that you are giving them accurate, unbiased information and that you don't have an agenda or a preference for which decision they make.
- Create a space where patients feel that it is safe to ask questions. You do this by being quiet and allowing the patient to speak, asking open-ended questions, and validating and normalizing what the patient brings to the conversation.
- Establish an environment free of stigma around pregnancy decisions by modeling unbiased language about parenting, abortion and adoption.

#### 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

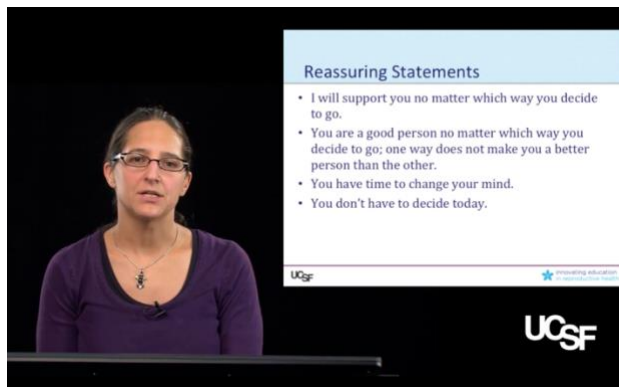
#### Materials Required and Instructor Preparation:

- 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. When you present the results of the pregnancy test, she begins to cry.

1. How might you respond to Tania after she begins to cry?
2. What is an example of an open-ended question that you could ask to see what Tania is thinking or feeling?
3. When Tania states that she is unsure about what she wants to do, give an example of how to normalize or validate her uncertainty.
4. Next, give an example of an open-ended question you could use to open up the conversation and inquire as to her thoughts about her options.

### Large Group Discussion Questions:

- What if a patient presenting for abortion calls the pregnancy a “baby”?
  - What feelings come up for you?
  - What language would *you* use with that patient?
  - What might be some unintended, negative consequences of *correcting* a patient’s use of the word “baby” in favor of medical terminology such as “embryo”?
  - Why do patients use the word “baby” to refer to their pregnancies?

- How would you feel if a patient seeking an abortion wants to keep an image from the ultrasound?
- What do you think about a patient who returns to your clinic for another abortion?
- Why do some healthcare providers see that as a “failure”? How can it instead be seen as a success?

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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 when it comes to making decisions about a pregnancy?
  - a. The patient
  - b. Anyone other than the patient
  
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
  - d. Give Your Opinion
  - e. a, b, and 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?

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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
  - d. Give Your Opinion
  - e. **a, b, and 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.  
**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*