

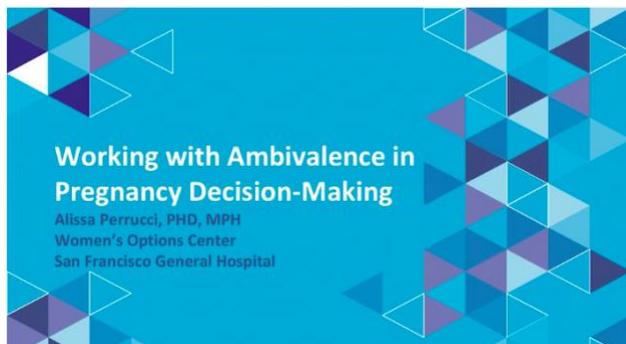
Counseling for Pregnancy Ambivalence

Learning Objectives:

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

- Navigate working with ambivalence in counseling
- Define, recognize, and be able to validate ambivalence during the patient's decision-making process
- Understand the difference between conflict and ambivalence
- Recognize patients autonomy and freedom in the process of decision making
- Describe the tools needed to gather information about the patient's journey

Video Lecture:



Working with Ambivalence in Pregnancy Decision-Making
Presented by Alissa Perrucci, PhD, MPH

Available at: <https://www.innovating-education.org/2019/05/counseling-for-pregnancy-ambivalence/>

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.
- Altshuler, AL, Ojanen-Goldsmith, A, Blumenthal, PD, Freedman, LR. A good abortion experience: A qualitative exploration of women's needs and preferences in clinical care (2017). *Social Science & Medicine* 191, 109-116.
- 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 Counseling for Pregnancy Ambivalence

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:

- It is rare to encounter a patient who is truly ambivalent about their decision.
- Your own liberation rests upon the belief that your patient is the expert on their own life and that the decision they make is not about you.
- Remain neutral and remind yourself that the patient has the answer.
- Seek understanding of the patient’s experience of different barriers and facilitators to resolution.
- Do not try to produce an “answer” or a “score” when using the tools. Simply view them as techniques that allow the patient to think out loud and engage in conscious reflection.
- Recognize that the patient is making the best decision that they can, given their life circumstances.
- Validate, normalize, and practice loving-kindness to show that you will support the patient regardless of their decision
- Make sure you and the patient are using the tools/scale in the same way

Time Required:

Total Time of Video Lecture: 11:09 min

Estimated Independent Prep Time Required by Learner: 15 min

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

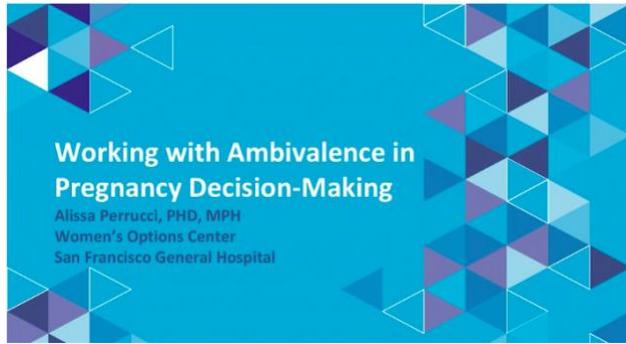
Materials Required and Instructor Preparation:

- 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:

Working with Ambivalence in Pregnancy Decision-Making Lecture

- Learners can watch didactic lecture before the workshop in a flipped classroom model or during class time.
- 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

- Divide the classroom into small groups and distribute the small group activity quiz (page 4-5). Instruct learners to spend 15 minutes and work together to answer the questions provided.
- At the end of this 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 6

Names

Counseling for Pregnancy Ambivalence
Small Group Activity Quiz

Questions:

In your group, answer the following 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. Someone other than the patient

2. What are the 3 tools/techniques listed for gathering information about the patient's decision-making process?
 - a. The Story
 - b. Give Your Opinion
 - c. The Certainty Scale
 - d. The Six Dimensions
 - e. a, c, and d

3. Which of the following is NOT a component of The Story technique?
 - a. Asking yes or no questions
 - b. Asking questions for understanding at various points along the way
 - c. Being open and curious about the patient's process
 - d. Asking open-ended questions

4. True or False: It is fine to assume that you and the patient have a shared understanding of what each number on the Certainty Scale means.

5. What are some examples of verbal or nonverbal hints that signal that the patient may be feeling ambivalence?
 - a. "I've been going back and forth throughout my pregnancy"
 - b. Hesitation in signing consent forms
 - c. "I'm on the fence"
 - d. "I'm not sure which way to go"
 - e. Not showing up for, canceling, and rescheduling appointments
 - f. All of the above

Counseling for Pregnancy Ambivalence
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. The Story
 - b. Give Your Opinion
 - c. The Certainty Scale
 - d. The Six Dimensions
 - e. **a, c, and d**
3. Which of the following is NOT a component of the listening step?
 - a. **Asking yes or no questions**
 - b. Asking questions for understanding at various points along the way
 - c. Being open and curious about the patient's process
 - d. Asking open-ended questions
4. True or False: It is fine to assume that you and the patient have a shared understanding of what each number on the Certainty Scale means.

False

5. What are some examples of verbal or nonverbal hints that signal that the patient may be feeling ambivalence?
 - a. "I've been going back and forth throughout my pregnancy"
 - b. Hesitation in signing consent forms
 - c. "I'm on the fence"
 - d. "I'm not sure which way to go"
 - e. Not showing up for, canceling, and rescheduling appointments
 - f. **All of the above**