

Executive Summary



NURSING AND TERMINATION OF PREGNANCY GUIDE TO SETTING UP A WORKSHOP

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Despite the paramount role that nursing personnel play in access to sexual and reproductive health services, little has been discussed and reflected on their participation in the care of the Voluntary Interruption of Pregnancy (IVE, for its acronym in Spanish) and the Legal Interruption of Pregnancy (ILE, for its acronym in Spanish). Moreover, both within and outside these services, and especially after the approval of Law 27.610 in Argentina, we need to address the interaction between (i) the legal framework, including the rights framework (ii) professional ethics and (iii) the reality of health services which includes nurses' perspective.

This guide offers a space to ponder on these issues. Based on previous empirical findings obtained from past research (interviews and focus groups) with nurses and other health professionals, this workshop model has primarily been developed for discussions with nurses.

This guide is a tool for workshop facilitators and is organized and outlined as follows:

First, the document includes a **“project presentation”** that explains the purpose of the workshop and its guide. That section covers the guiding ideas, which are born from the two needs mentioned above, as well as the three empirical research projects whose findings resulted in this document: “Estudio sobre la política sanitaria de OC al aborto en la provincial Argentina de Santa Fe” [Study on the CO health policy on abortion in the province of Santa Fe, Argentina], “Objeción de conciencia: formas, problemas y respuestas frente a prácticas de salud reproductiva en la Argentina” [Conscientious objection: forms, problems and responses to reproductive health practices in Argentina], and “Profundizando el entendimiento sobre la objeción de conciencia frente a prestaciones de salud sexual y reproductiva” [Deepening the understanding of conscientious objection to sexual and reproductive health benefits], all of them developed between 2018-2020 by CEDES, with the support of Ipas and coordinated by Agustina Ramón Michel and Sonia Ariza Navarrete, with input from health care personnel, especially nurses from the city of Rosario, in the Province of Santa Fe. Based on these projects, it was possible to identify some of the specific problems experienced by reproductive health care teams (such as difficulties in communication, internalization of stereotypes, and lack of clinical or legal knowledge on the matter). With this conclusion, the guide invites the nurses attending this workshop to reflect and offer some collective strategies to conquer and overcome these problems.

Second, the section entitled **“about this guide”** provides a description of the methodology proposed for the workshop - based on an approach adapted from the CLEHES methodology. It emphasizes that the guide is specifically targeted to facilitators seeking to organize training for nurses working in reproductive health services, particularly in IVE/ILE, with a human rights-based approach (HRBA), professional ethics and a gender perspective.

Considering its target readers, this section of the document explains how the guide can be used to develop the workshop, and suggests a “roadmap”, a step-by-step guide that organizes the workshop based on five meetings or sessions, each about a different aspect of the approaches and dynamics of teamwork for health care focused on the nurses' contribution to sexual and reproductive health services.

It is worth noting that the “roadmap” also contains three different time formats, which vary depending on the projected duration of the workshop. These formats include suggested durations, medium-length ones, and short duration sessions. Facilitators can choose from these options based on the conditions and features of the group they are coordinating, as well as the available materials to carry out the workshop.

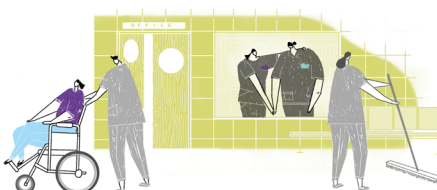
Finally, the guide presents sections that develop **each session in detail**, explaining its objectives, rationale, support materials and specific schedules, together with a detailed explanation for implementing the different activities and exercises that comprise them. It also includes the necessary files for each activity, as well as complementary printouts with information and readings to expand knowledge, both for the facilitator and the participants:



(activity 1.2. **“Human Rights”**) through three exercises aimed at (i) reflecting on what makes us subjects of rights, (ii) recognizing the essential principles of an HRBA (universality, non-discrimination, availability, accessibility, acceptability, quality, and accountability), and (iii) understanding intersectionality as a concept and approach in health care.



In the **“SECOND SESSION: TEAMWORK FOR THE PROVISION OF IVE/ILE”**, the main objective is for the participants to identify skills to improve communication within the IVE/ILE care teams, recognizing empathy, solidarity and understanding in teamwork as essential tools. To this end, Activity 2.1, **“Communication styles”**, proposes two exercises that seek to promote reflection on the different types of relationships that commonly occur in health teams. Next, Activity 2.2, **“Communication in action”**, centers the value of teamwork - inviting to contemplate skills such as asking for help and helping others- to set forth strategies to improve their professional relations by promoting effective communication. Following is Activity 2.3, **“Developing a care team”**, which focuses on the specific organization of the health care facility where participants can reflect on various aspects of the work dynamics and the treatment of people within health services. Finally, Activity 2.4, **“Overcoming coordination problems”**, is a proactive activity to drive participants to think of organizational strategies to strengthen teamwork in health services, using concepts and tools identified in the previous activities.



The **“THIRD SESSION: PREJUDICES AND THE PRIDE OF ENSURING RIGHTS IN NURSING”**, aims to gauge the impact of the stigma associated with abortion on the provision of IVE/ILE and commit to more empathic care of those who require these services. The session includes three activities. Activity 3.1. **“Nursing: tasks and dyna-**

mics” lays out two exercises; the first calls for reflection on the dynamics of health services and, in particular, on the implications of the different roles involved in providing IVE/ILE, while the second begins to reflect on the specific value of providing IVE/ILE. Next, activity 3.2. **“Removing stigma, demolishing myths”** includes three exercises that invite participants to reflect on the impact that their prejudices and assumptions may have on patients, on access to health, and the quality of care. In particular, in this activity, the ecological model of abortion stigma is presented in order to promote an empathetic understanding of the situation of women who require an IVE outside of stereotypical constructions of “those who abort.” Finally, activity 3.3. **“Nurses as patrons of rights”** establishes a game called “the green star challenge” that integrates the topics explored with: (i) the human rights of pregnant women, (ii) the duties of nurses, (iii) special protected groups/minorities requesting IVE/ILE, and (iv) strategies to build trust with patients and members of health teams.



The **“FOURTH SESSION: DILEMMAS, TENSIONS AND CONTRADICTIONS IN NURSING”**, intends to promote reflection on the responsibilities, rights and duties involved in the provision of IVE/ILE, as well as establishing the limits, obligations, and implications of the denial of the provision of sexual and reproductive health practices, regarding the guarantee of rights. To

this end, activity 4.1. **“Presence and awareness”** invites participants to think about awareness as the ability to recognize and name what happens to us, while activity 4.2. **“Awareness in the provision of IVE/ILE”** links the concept with the concrete practice of VIP/LIP suggesting two exercises, one contemplating the hypothetical situation of “Gabriela” who needs a IVE and the other one introduces the concept of conscientious objection, as an exclusive right of those who participate directly in the abortion in light of the Argentine regulations in force in 2022. Finally, activity 4.3, **“The role of the teams in the guarantee of the IVE/ILE”** seeks to encourage reflection on possible strategies to address contradictions regarding abortion provision, as well as mechanisms to guarantee patient’s and colleague’s rights from the fulfillment of duties, with solidarity and empathy.



The final meeting, **“FIFTH SESSION: GOOD PRACTICE IN INTEGRAL CARE OF ABORTION BY NURSING STAFF”**, develops activities to define good nursing practices to support comprehensive abortion care and encourage the nurses involved to act accordingly. Thus, activity 5.1. **“The Roulette Game of Good Practices and Task**

Sharing” suggests a “roulette game” for the participants to reflect on good faith in the provision of reproductive health services (contraception, Manual vacuum aspiration (MVA) for uterine evacuation, abortions using misoprostol pills and post-abortion care). Activity 5.2. **“The manual uterine aspiration procedure (MAU): accompaniment and technique”** delves into the actions and tasks that the nursing staff must carry out to provide quality care during MVA procedures, while activity 5.3. **“Providing support in hospitalization for IVE/ILE”** invites us to reflect on LIP care in advanced gestational stages.

All the sessions that make up the guidelines seek to encourage the facilitators to develop, together with the participants, an interactive workshop in which the notions about nurses’ duties

in sexual and reproductive health services are defined collectively. This is upon the understanding that access to such services depends not only on the structural conditions but also on each service's practice. The goal is to promote cooperative relationships between health professionals, not only to allow successful coordination during the workshop but also to support the application of the learned knowledge in each participant's professional practice.



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