

Module Details	
Module Title	Continence theory for physiotherapists- pelvic floor, bladder and bowel function and dysfunction
Module Code	PAR7005-C
Academic Year	2021/2
Credits	30
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	27
Tutorials	4
Laboratories	3
Directed Study	20
Independent Study	246

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
Explore recent advances, knowledge and current physiotherapy practice applicable to pelvic floor, bladder and bowel function and dysfunction in a variety of healthcare settings.

## Outline Syllabus

- 1) Critical analysis, application of anatomy, biomechanics with specific reference to the trunk and pelvis; normal physiology of the genital, lower urinary colo-rectal tract; continence problems associated with ageing, dysfunction, injury, disease, trauma of the lower urinary tract
- 2) Critical analysis of physiotherapy assessment & examination processes used to identify problems, goal setting, management in pelvic floor, bladder & bowel function and dysfunction.
- 3) Critical evaluation of the application of therapeutic exercise, muscle re-education, manual therapies, use of biofeedback and electrotherapy; for pelvic floor, bladder and bowel function and dysfunction.
- 4) Understand and consider legal, professional, cultural, religious, socio economic issues in the management; rehabilitation of pelvic floor, bladder bowel dysfunction including valid consent and infection control.
- 5) Critical evaluation of psychosexual dimensions of bladder, bowel; pelvic floor dysfunction and their effects on health well-being.
- 6) Rationale for the use of relevant medical imaging, physiological investigations to inform clinical management.
- 7) Critical discussion of pharmacological management of urinary and ano-rectal dysfunction.
- 8) Reflect upon effective communication, counselling, health education skills within a holistic, patient-centred approach to the management of people with bladder and bowel dysfunction.
- 9) Reflective, effective interpersonal communication skills, including the use of the internet for communication; advanced data base searches to promote the use and application of available evidence based practice.

## Learning Outcomes

Outcome Number	Description
01	1.1 Critically review relevant anatomy, biomechanics, physiology, pathology and psychology in relation to pelvic floor, bladder and bowel function and dysfunction. 1.2 Critically review and determine appropriate management related to advanced physiotherapy practice for pelvic floor, bladder and bowel dysfunction.
02	2.1 Synthesise and apply theoretical knowledge and an evidence-based approach to physiotherapy practice in the management of continence function and dysfunction. 2.2 Evaluate the role of the MDT involved in pelvic floor, bladder and bowel dysfunction in a variety of healthcare settings. 2.3 Critically reflect on and integrate current evidence based physiotherapy practice to meet the specific continence care needs of a person throughout life.
03	3.1 Enhance your written and verbal communication skills through the undertaking of advanced literature searching, critical appraisal, presentations, teaching skills and the use of information technology. 3.2 Understand and take into account the influence of patients' cultural, religious and socio-economic backgrounds on their health and well-being. 3.3 Employ a holistic and patient-centred approach within the overall physiotherapy management of continence dysfunction.

## Learning, Teaching and Assessment Strategy

Use of a blended learning approach for all delivery of teaching i.e. a mix of on-line and on-campus delivery, a mix of synchronous and asynchronous delivery will be offered, practical sessions will be delivered face to face & on-campus whilst maintaining Health & Safety related to current guidelines Lectures, small group discussions and seminar presentations (some of which may be delivered online) will be used to develop theoretical knowledge, critical thinking and shared inter-professional learning (1.1,1.2, 2.1, 2.2, 3.1). Timetabled sessions will enable the student to relate theoretical knowledge to practical skills using relevant examination techniques consider the influence of patients' cultural, religious and personal preference (1.2, 2.1, 2.2, 2.3, 3.2, 3.3). Students will have the opportunity to undertake a formative presentation to their peers and will receive both peer and academic feedback (2.1, 2.2, 2.3, 3.1, 3.2, 3.3). As some of the module is completed by distance learning the students will be encouraged to use the VLE to share practice, case scenarios and literature (3.1). The directed study time will be used to review relevant anatomy, physiology, biomechanics and pathology as well as undertaking advanced literature searches, critical appraisal of relevant research and preparation for assessments (1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3). The assessments will allow the student to demonstrate in depth subject knowledge and develop their verbal and written presentation skills (1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3). Throughout the module students will be encouraged to employ a holistic and patient-centred approach within the overall physiotherapy management of continence dysfunction (3.2, 3.3). Formal and informal feedback will be given during tutorial and laboratory sessions, following presentations and written assignments (2.2, 3.1).

## Mode of Assessment

Type	Method	Description	Weighting
Summative	Presentation	Oral Presentation on a physiotherapy intervention for specific client group	50%
Summative	Coursework - Written	Literature Review- on an aspect of clinical practice 2,500 words	50%

## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

### *Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*