

Module Details	
Module Title:	Continence theory for physiotherapists- pelvic floor, bladder and bowel function and dysfunction
Module Code:	PAR7005-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Allied Health Professions and Midwifery
Subject Area:	Physiotherapy and Rehabilitation
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	14
Tutorials	24
Laboratory	8
Directed Study	254

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)
BDA	University of Bradford / Semester 2 (Feb - May)

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 & colo-rectal tract.

2) Critical analysis of physiotherapy assessment & examination processes used to identify problems, goal setting & management in pelvic floor, bladder & bowel function & dysfunction.

3) Critical evaluation of the application of therapeutic exercise, muscle re-education, manual therapies, biofeedback & electrotherapy, for pelvic floor, bladder & bowel function & dysfunction.

4) Understand & take into account legal, professional, cultural, religious, socio economical issues in the management & rehabilitation of pelvic floor, bladder & bowel dysfunction including valid consent & infection control.

5) Critical evaluation of psychosexual dimensions of bladder, bowel & pelvic floor dysfunction&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 & 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 & bowel dysfunction.

9) Reflective & effective interpersonal & communication skills, including the use of the internet for communication & advanced data base searches to promote evidence based practice.

Learning Outcomes

1	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.
2	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 other healthcare professionals 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.
3	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

Introductory lectures, small group discussions and seminar presentations will be used to develop theoretical knowledge, critical thinking and shared inter-professional learning(1.1,1.2, 2.1, 2.2, 3.1). Practical workshops will enable the student to relate theoretical knowledge to practical skills using relevant examination techniques taking into account 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 practical sessions, following presentations and written assignments (2.2, 3.1).

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Presentation to peer group based on negotiated area of practice must be different topic from systematic review (30minutes)	0 hours	40%
Summative	Coursework	Systematic review-negotiated area of practice demonstrating how it will be used to advance local practice-3000 words	0 hours	60%

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.