

## **PHTH 645 PELVIC FLOOR REHABILITATION**

<b>Credits:</b>	3
<b>Prerequisite:</b>	Enrollment in Master of Science in Physical Therapy Program
<b>Instructor:</b>	Claudia Brown
	Office hours: Tuesday 10h-12h, 18h-20h
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**Course Description:** This complimentary expertise course for Professional Masters Physiotherapy students deals with the physiotherapy approach to pelvic floor disorders, with an in-depth focus on Female Urinary Incontinence. The anatomy and physiology of the pelvic floor and related structures is studied in detail, as well as the physiopathology of various problems related to the urinary system. Students will understand the role of the pelvic floor in relation to urinary, sexual and ano-rectal function, and acquire the ability to evaluate and treat female patients suffering urinary incontinence.

- “Content warning: Please be aware that some of the course content may be of a particularly sensitive nature for some students. It has been included in the course because it directly relates to the learning outcomes. Students are asked to contact the instructor if they have specific concerns about this.”

**Student Learning Objectives:** This course will cover essential competencies and milestones related to the domains of Expert, Communicator, Advocate, Collaborator, Scholarly Practitioner and Professional. Upon successful completion of this course, the student will be able to:

**Expert:**

1. Identify the anatomy of the pelvic floor and its related structures.
2. Recognize the role of the pelvic floor as a ‘common denominator’ for the urinary, genital and ano-rectal systems.
3. Explain the types of pelvic floor dysfunction and the impact of each on the three systems.
4. Outline the normal physiology of micturition.
5. Describe pertinent urological pathologies.
6. Describe urological investigation procedures, as well as medical and surgical treatments for urinary incontinence.

7. Perform the assessment of a female patient referred for urinary incontinence.

**MILESTONES:**

- 7.1 Interview client to obtain relevant information about health conditions, and personal and environmental factors.
- 7.2 Determine client's expectations, and their relevance to physiotherapy.
- 7.3 Obtain relevant information about client's status from other sources.
- 7.4 Identify comorbidities that impact approach to assessment.
- 7.5 Identify urgent health conditions that require immediate attention and take appropriate action.
- 7.6 Identify non-urgent health-related conditions that may benefit from referral to other services and advise client accordingly.
- 7.7 Select and perform appropriate tests and measures.

8. Establish a diagnosis and prognosis.

**MILESTONES:**

- 8.1 Interpret assessment findings and other relevant information.
- 8.2 Identify client's body structure and function impairments, activity limitations and participation restrictions.
- 8.3 Develop a physiotherapy diagnosis.
- 8.4 Develop a working prognosis.
- 8.5 Determine if physiotherapy is indicated.
- 8.6 Determine if referral to another physiotherapist or another provider is indicated.

9. Design a physiotherapy treatment plan for a female patient with urinary incontinence.

**MILESTONES:**

- 9.1 Establish physiotherapy goals
- 9.2 Determine an intervention plan.

10. Provide and progress treatment for a female patient with urinary incontinence.

**MILESTONES:**

- 10.1 Implement planned interventions.
- 10.2 Assist client to develop self-management skills.
- 10.3 Monitor and respond to client status during interventions.
- 10.4 Reassess client status and needs as appropriate.
- 10.5 Modify intervention plan as indicated.
- 10.6 Evaluate client outcomes and goal attainment.
- 10.7 Develop a discharge or transition of care plan.

11. Use a client centered approach throughout:

**MILESTONES:**

- 11.1 Act in a manner that respects client uniqueness, diversity and autonomy, and is in the client's best interest.

- 11.2 Provide the client with relevant information throughout care.
- 11.3 Actively involve the client in decision-making.
- 11.4 Empower client to engage in their own care.
- 11.5 Build and maintain rapport and trust with the client.
- 11.6 Ensure ongoing, informed client consent.

12. Ensure physical and emotional safety of client.

**MILESTONES:**

- 12.1 Identify client-specific precautions, contraindications and risks.
- 12.2 Employ safe client handling techniques.
- 12.3 Apply assessment and intervention procedures in a manner that enhances the client's safety and comfort.
- 12.4 Monitor and respond to client's physical and emotional state throughout care.
- 12.5 Identify and respond to near misses and adverse events.

**Communicator, Advocate**

13. Comfortably discuss the subject of pelvic floor disorders with health care professionals and patients, using appropriate and unbiased language and communication skills.

**MILESTONES:**

- 13.1 Speak clearly and concisely.
- 13.2 Write in a clear, concise and organized fashion.
- 13.3 Listen actively, to build trust and foster exchange of information.
- 13.4 Use and respond to body language appropriately.
- 13.5 Give and receive feedback in a constructive manner.
- 13.6 Adjust communication strategy consistent with purpose and setting.
- 13.7 Use appropriate terminology.
- 13.8 Adjust communication based on level of understanding of recipient.
- 13.9 Share information empathetically and respectfully.

**Collaborator**

14. Recognize importance of working with all members of a multi-disciplinary team to promote an interdisciplinary approach for patient-centered care.

**MILESTONES:**

- 14.1 Identify practice situations that may benefit from collaborative care.
- 14.2 Share information about the physiotherapist's role and knowledge.
- 14.3 Share relevant information with the team.

**Scholarly practitioner**

15. Identify means of accessing continuing education and using critical thinking in this field of practice.

**MILESTONES:**

- 15.1 Incorporate best available evidence into clinical decision-making.
- 15.2 Incorporate client context into clinical decision making.
- 15.3 Incorporate personal knowledge and experience into clinical decision-making.
- 15.4 Make decisions using an established clinical reasoning framework.
- 15.5 Use a structured approach to evaluate effectiveness of decisions.
- 15.6 Formulate researchable questions relevant to practice.
- 15.7 Access reliable sources of information.
- 15.8 Critically appraise information.
- 15.9 Identify learning needs based on self-reflection and external feedback.
- 15.10 Develop and implement a plan to address learning needs.
- 15.11 Assess emerging information and determine potential for applicability of emerging information to personal practice.

**Professional**

16. Demonstrate an understanding of and personal improvement in professional behaviours, as related to pelvic floor physiotherapy

**MILESTONES:**

- 16.1 Maintain confidentiality and privacy as appropriate.
- 16.2 Use an ethical framework to guide decision-making.
- 16.3 Maintain awareness of issues and advances affecting the health system locally, nationally and globally.
- 16.4 Demonstrate awareness of the social determinants of health and emerging trends that may impact physiotherapy practice.

**Course Structure:** This course is comprised of thirteen weekly 3-hour sessions. Some sessions will be synchronous, i.e given by Zoom with all students present, and some sessions will be asynchronous, i.e. taped ahead of time for independent viewing. Lectures, group discussions, small group assignments, readings, and presentations will be given remotely. Four lab sessions will be organized, to be held at Coach House, with personal protective equipment for group work, and social distancing between groups.

The instructor acknowledges the challenges that students may be experiencing due to the pandemic and commits to doing her best to provide a supportive learning environment.

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**Please note** that practical sessions will include internal pelvic exams, which include vaginal and anal palpation. Female students work in groups of three in relatively private spaces, with demonstration, supervision and guidance from the instructor and an experienced assistant. They are asked to alternate roles of therapist, patient and prompter. Male students are asked to bring a female friend or classmate to act as their patient for the practical sessions. Classes will be held on Mondays, from 14h – 17h. Students absent from labs will be obliged to do the lab at another time, requiring the assistance of a classmate or a friend, as above.

**Technology in class:** The instructor prefers that students should attend the Zoom classes with camera on. Students are asked to participate in the class discussions. Synchronous sessions will be recorded, and students will be notified through a ‘pop-up’ box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, the student agrees to the recording, and understands that their image, voice, and name may be disclosed to classmates. They also understand that recordings will be made available in myCourses to students registered in the course.

**Course Evaluation:**

Assignment/Evaluation	%
Mini-quizzes (best 10 of 12)	15
Team presentations (5% individual, 10% group)	15
Practical skills, peer-based assessment checklists	5
Performance-based assessment: Case History	25
Written exam	20
Oral exam	20

**Required Readings:** Required readings and slide presentations used by the instructor will be made available to the students via MyCourses one week prior to classes. Students are required to search for various readings at the McGill library, as detailed in the weekly course schedule, which will be distributed during at the first class.

*Please note that this format for the delivery of this course is unusual. It is explained by our current extraordinary circumstances and aims to allow students to complete this term with the requisite knowledge for this course, and to succeed in their assessments. The instructor asks for everyone’s collaboration and cooperation in ensuring that videos and associated material are not reproduced or placed in the public domain. This means that each student can use it for*

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**Copyright of course material:** © Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

**Plagiarism/Academic Integrity:** McGill University and the Faculty of Medicine value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [McGill University Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine Code of Conduct](#).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Code de conduite de l'étudiant et des procédures disciplinaires](#).

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities, both virtual and in-class.

**Right to Submit in (English or in) French** [approved by Senate on 21 January 2009]: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This right applies to all written work that is to be graded, from one- word answers to dissertations.

**Disability:** If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this.

**In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**

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