

DEVELOPMENT, TRANSLATION AND EVALUATION OF A NEW PEDAGOGICAL TOOL TO TEACH PHYSIOTHERAPY ASSESSMENT OF WOMEN WITH PELVIC FLOOR DYSFUNCTION.

Introduction

Teaching physiotherapy (PT) assessment to evaluate pelvic floor (PF) dysfunction in women is challenging, as there are limited visual aids to assist in presenting key elements of the evaluation. Anatomical images and plastic models inadequately reflect the patient reality and, while demonstrations on human models are the gold standard, they are costly and time restricted, not permitting students to review newly acquired knowledge. The goal of this project was to develop, translate and evaluate an evidence-based pedagogical tool to teach PT students to assess PF dysfunction in women. A five-minute extract of the final video is being presented.

Design

The 85-minute video was developed as a Master's level PT student internship project. After consulting with the Centre for Research and Development in Teaching, the student (SC), guided by a faculty adviser (CD), reviewed PF assessment literature on the MEDLINE, CINAHL and EMBASE databases, in PT and PF textbooks (n=8) and in clinical practice guidelines (n=2). Together, the student and advisor assessed the relevance of the data. The student summarised the evidence for PT PF assessment techniques; then an outline for the video was developed. A faculty member with expertise in musculoskeletal assessment and an external expert in PF dysfunction reviewed the work to confirm the accuracy of the literature review and the descriptions of the techniques. The video was produced in French by a videographer experienced in producing pedagogical tools using human models.

The translation and English dubbing were done by a bilingual postdoctoral fellow (SJM) with clinical and research expertise in PF dysfunction in women. Once a script was produced, the adviser reviewed the text to ensure the accuracy of the translation. The five-minute extract is condensed from the English translation of the vaginal assessment segment with the standardised patient.

The utility of the French video as a pedagogical tool for Master's level PT students was assessed via a short closed-ended (yes/no) questionnaire with a comments section.

Results

The completed video comprised two sections: a) the physical scan (40 minutes) and b) the PF assessment (45 minutes). The physical scan section begins with a discussion of effective communication techniques, ethics and consent, followed by a demonstration of the various techniques on a live model: neurological scan, posture, gait and balance assessments, lumbar mobility scan, range of motion and muscle length testing, assessment for trigger points, and trunk and hip muscle-strength testing.

The PF assessment section is preceded by a more detailed discussion of communication and consent needs, as well as of infection control procedures. PF assessment techniques are demonstrated by the faculty advisor on plastic models and then on a standardised live patient model. This procedure was chosen to allow the techniques and their rationale to be fully explained before being demonstrated on a live model. The assessments are presented by anatomical regions: perineum, vagina and anus. In each region, sensation, pain, neurological function and both voluntary and automatic PF muscle function are evaluated. Ten of 14 (71%) students completed the questionnaire. Responses to the yes/no questions were unanimously positive. Overall, the students found the video to be a useful learning tool; one student commented: "It was easier to see than with a demonstration on a patient in front of the class." In particular, they appreciated the fact that the techniques were demonstrated twice and that the video showed a person's anatomy. They reported that the video helped them to prepare for both the subsequent laboratory session and their future clinical practice by increasing their comfort level and by providing an accessible way to review the techniques. Some of the respondents reported that a few of the techniques were difficult to see because the camera was focused on the evaluator's hand, not the patient's anatomy.

Conclusion

Overall, the video appears to be a well-accepted pedagogical tool for Master's level PT students as an aid to teaching assessments for PF dysfunction.

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Is this a clinical trial?	No
What were the subjects in the study?	NONE