

1. OVERVIEW

Subject area	Obstetric and Urogynaecological Physiotherapy
Degree	Bachelor's Degree in Physiotherapy
School/Faculty	Faculty of Physical Activity and Sports Science
Year	4th
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish, French and Italian
Delivery Mode	On campus
Semester	
Year	
Coordinating professor	

2. INTRODUCTION

This compulsory subject area is taught in the final year of the Bachelor's Degree in Physiotherapy. This subject area prepares the student to be able to deal with physiotherapy treatment of women in pregnancy, childbirth, postpartum and all disorders or problems related to urogynaecology.

At the end of this subject area, the student will be able to evaluate the possible disorders related to urogynaecology and devise a protocol for prevention, treatment and behavioural changes, with specific knowledge of all the processes involved in this stage of a woman's life.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB2. Students know how to apply their knowledge to their work or vocation professionally and can acquire the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB4. Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5. Students are able to develop the necessary learning skills to undertake further studies with a high degree of independence.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT4. Analysis and synthesis skills.
- CT5. Oral and written communication in native language.

- CT10. Teamwork.
- CT11. International relations skills.

Specific skills (CE, by the acronym in Spanish):

- CE157: Learn and understand the specific methods of physiotherapeutic measures used for different conditions in medical and surgical fields of study such as obstetrics, gynaecology, urology, coloproctology, etc.
- CE158: Design and implement therapeutic exercises with special methods for diseases and injuries such as urinary and faecal incontinence.
- CE159: Development and implementation of a pre- and post-natal maternity exercise programme.

Learning outcomes (RA, by the acronym in Spanish):

RA1. Understanding of the key concepts related to the subject matter.

RA2. Develop professional skills in preparing a treatment protocol for pregnant women and women in the postnatal stage.

RA3. Ability to carry out in-depth analysis and syntheses based on research using the fundamental bibliographical sources related to the subject matter.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB2, CB5 CT4, CT5, CT10, CT11, CE 157	RA 1. Understanding of the key concepts related to the subject matter.
CB2, CB4, CB5 CT4, CT5, CT10 CE 158, CE 159	RA 2. Develop professional skills in preparing a treatment protocol for pregnant women and women in the postnatal stage.
CB4, CB5 CT4, CT11 CE 158, CE 159	R3. Ability to carry out in-depth analysis and syntheses based on research using the fundamental bibliographical sources related to the subject matter.

4. CONTENTS

The subject is organised into six learning units, which in turn are divided into topics (four or five topics depending on the units):

Unit 1. Pelvic complex

Topic 1. Anatomy of the pelvis.

Topic 2. Pelvic floor functions.

Topic 3. Physiology of micturition and defecation.

Unit 2. Perineal rehabilitation and physiotherapy. Pelvic floor disorders

Topic 4. Pathophysiology.

Topic 5. Assessment and examination of the perineum.

Topic 6. Conservative treatment of perineal disorders.

Unit 3. Gestation

Topic 7. Menstrual cycle.

Topic 8. Physiological adaptations.

Topic 9. Monitoring of pregnancy.

Topic 10. Exercise and pregnancy.

Unit 4. Obstetric physiotherapy

Topic 11. Treatment during pregnancy.

Topic 12. Lumbopelvic pain.

Topic 13. Physiology of childbirth.

Unit 5. Postnatal physiotherapy

Topic 14. Postpartum.

Topic 15. Sexual dysfunction.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

1. Practical case studies
2. Lectures
4. Debates
5. Classroom practicals
6. Autonomous learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Practical case studies	35

Lecture	25
Debates	10
Independent learning	50
Tutorials	10
Classroom practicals	20
TOTAL	150h

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Block I: Clinical case studies	50%
Block II: Research project and report	35%
Block II: Laboratory practicals	15%

5.5.1.8 SISTEMAS DE EVALUACIÓN		
SISTEMA DE EVALUACIÓN	PONDERACIÓN MÍNIMA	PONDERACIÓN MÁXIMA
Exposiciones orales	10.0	20.0
Informes	10.0	20.0
Pruebas de conocimiento	30.0	40.0
Pruebas de conocimiento práctico	30.0	40.0

On the Virtual Campus, when you open the subject area, you can see all the details of your assessable tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must:

BLOCK I: KNOWLEDGE TESTS

Clinical case study (50%): Completion of 3 clinical case studies throughout the subject area. Weighted average of the clinical case studies with the first case study weighted at 25%, the second at 35% and the third at 40% (100% total). See description of methodology. The cases studies do not rule out topics from being assessed in other exams, and an average grade for the tests will be determined.

The average grade for the three case studies must be higher than 5 to pass this block.

Students must attend at least 50% of the face-to-face classes in order to be able to be assessed by means of the knowledge tests.

BLOCK II: ACTIVE METHODOLOGIES

- **Simulated environment:** A real practice environment will be simulated in which students will have to design a therapeutic exercise programme for pregnancy/dilation and pushing/postpartum adapted to the target group in each case. This will be done through a group work submission (15%). This task is linked to the Telehealth Physiotherapy course.
- **Research project and report:** Student Conference on Pelviperineology. Students will submit a summary as part of a communication, or a poster that will be presented orally in-person or via an online class. The project will be completed in groups (35%).

Students must pass the Telehealth Physiotherapy course in order to receive a grade for the simulated environment methodology. Failure to take this course will result in a fail for this active methodology.

Failure to comply with the rules of the active methodology, in terms of submission deadlines or absence from the simulation, will result in a 0 for the task and it will be considered as not passed.

Each active methodology requires a grade of 5 to pass Block II.

Each block will be passed by achieving an average grade of 5 in for the tasks included within them.

7.2. Extraordinary exam period (resits)

If you achieve less than 5 in any of the tests, they will have to be assessed again in the extraordinary exam period.

Block I (50%) a comprehensive clinical case study will be completed, covering all the subject area content.

Block II, the following assessable tasks must be completed:

- **Simulated environment: 15%**
 - **Theoretical/practical class:** the student will submit a PowerPoint presentation (limited to 50 slides) containing a practical class including:
 - Therapeutic exercise during pregnancy
 - Preparing for childbirth: dilatation and pushing
 - Postpartum programme
- **Research work based on a literature review of part of the subject area content (35%).**

8. TIMELINE

The timeline with submission dates of assessable tasks for the subject area is indicated in this section:

Assessable tasks	Date
Activity 5.a	Week 10
Activity 5.b	Week 13
Activity 7	Week 14
Activity 4	Week 15
Activity 5.c	Week 16

The timeline may be subject to modifications for logistical reasons. Students will be informed of any changes in due time via the appropriate channels.

9. BIBLIOGRAPHY

The works of reference for following up this subject area are:

María Torres Lacomba, Antonio Meldaña Sánchez. Fisioterapia del Suelo pélvico. Manual para la prevención y el tratamiento en la mujer, en el hombre y la infancia. 1ªEd. Panamericana. Madrid. 2022

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Arcas Patricio, Miguel Ángel. Fisioterapia en las incontinencias y en las disfunciones sexuales. Ed. Eduforma .2007

Andry Vleeming. Movimiento, estabilidad y dolor lumbopélvico. 2ª Ed. Ed: Elsevier-Masson. 2008

Blandine Calais-Germain. "El periné femenino y el parto". Los libros de la liebre de marzo. 2012.

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Bourcier AP. Pelvic floor disorders. Ed: Elsevier Inc, 2010

Carolina Walker. Fisioterapia en Obstetricia y Uroginecología. Ed: Elsevier-Masson. 2ª Ed.

Diane Lee. The pelvic girdle: an approach to the examination and treatment of the lumbo-pelvic-hip region. Ed. Churchill Livingstone, 1999.

H. Netter. Sistema Reprodutor. Ed: Masson.

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Inés Ramirez. Rehabilitación del suelo pélvico femenino. 2013. Ed: Panamericana

Jill Mantle. Physiotherapy in obstetrics and gynecology, 2004. Ed: Butterworth Heinemann

Kari BO. Evidence-based physical therapy for the pelvic floor. Elsevier.2015. 2ª Ed.

Mercedes Blanquet, Fisioterapia en las disfunciones sexuales femeninas. 2010. Ed. Editorial Club Universitario.

Stephenson, O'connor. Fisioterapia en obstetricia y uroginecología. 2ª ed. W Mc Graw Hill. 2003

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Valancogne. Reeducción en coloproctología. 1995. Ed: Masson.

Stephen Sandler. Osteopathy and Obstetrics. 2012. Ed: Anshan.

Rehabilitación del Suelo Pélvico Femenino, Práctica clínica basada en la evidencia. Inés Ramírez García, Laia Blanco Ratto, Stephanie Kauffmann. 2014.

10. DIVERSITY AWARENESS UNIT

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.