

# Implementation of a theory-based educational intervention for the prevention of pelvic floor dysfunction in women with gynecologic cancer

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## Introduction

Women undergoing treatment for gynecologic cancer may present with multiple pelvic floor side effects, which can be prevented by theory-based educational interventions.

## Objective

Describe the implementation and outcome of a theory-based educational intervention to prevent pelvic floor dysfunction in women with gynecologic cancer.

## Methods

Mixed explanatory sequential study.



n=53



- ICIQ-SF
- EORTC QLQ-C30
- CX24
- Scale of Self-efficacy and Outcomes Expectation for the Practice of Pelvic Floor Exercises

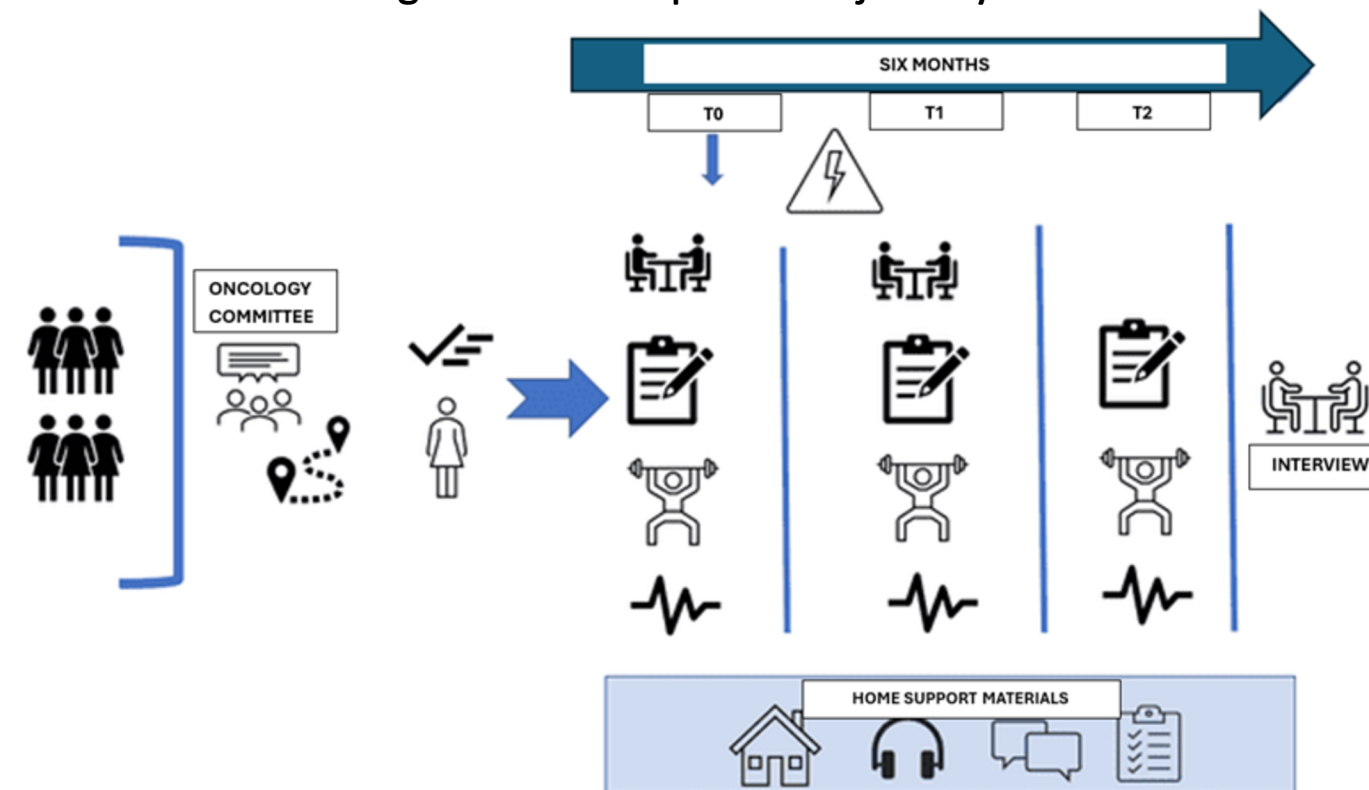
Data were analyzed with descriptive and inferential statistics and thematic analysis.

Application of **Social Cognitive Theory** in the implementation of the educational program.

- Reciprocal determinism
- Behavioral capability
- Outcome expectations
- Self-efficacy
- Reinforcement
- Socio-structural factors.

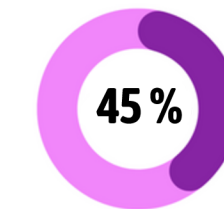
Behavior  
change  
strategies

Figure 1. Participants' trajectory



## Results

Self-efficacy was a predictor of **adherence**.



6-month follow-up

The educational intervention was effective in **maintaining pelvic floor function** and **quality of life** in adherent women.

## BARRIERS

Malaise secondary to oncological treatment  
Forgetfulness  
Discomfort with the VD, feeling of shame.

## FACILITATORS

High motivation  
Digital instructional material  
Close communication with the P.T.

## Conclusions

The educational intervention was **effective** in maintaining the clinical variables studied and it is **feasible** and **low cost**. It is suggested to consider the barriers and facilitators such as the **incorporation of digital media to reinforce instructions and follow-up, close communication with the PT, and active involvement of physicians in the rehabilitation process.**

