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ABSTRACTS

Obstetrics and Gynaecology (1978) *Physiotherapy*, 64, 228 - 240.

This issue contains a series of articles covering various aspects of obstetrics and gynaecology in which the role, value and work of the physiotherapist is discussed. The need for more communication between the disciplines is well stressed by a midwife, who has had difficulties with the patient's ideas of "pain". Its function is described as being a safety-factor. Some of the larger firms in the U.K. provide antenatal care for their employees and this is discussed by an industrial physiotherapist. Traditional methods of treatment are compared and contrasted with the Mitchell method, which is matter-of-fact, and requires no soothing voices or quiet surroundings. The anatomy of the pelvic floor is described in detail and the aims and methods of treatment for incontinence outlined. The bibliography given is very comprehensive. For the physiotherapist involved in obstetrics and gynaecology, this series of articles can only be of use and interest.

H.C.W.

Van de Meene, L. W. (1978) Can and Should Physiotherapists Specialize? *Austr. J. Physiother.*, 24, 2.

A model concept of specialization is presented. The needs of the profession and the community are con-

sidered. Ninety-four comma four percent of the physiotherapists in the survey agreed with the model concept. Specialization would lead toward improved professional standards and superior individual competence.

M. J. Runnalls

Foster, A. L., Galley, P., (1978) Assessment of Professional Competence. The Clinical Teacher's Responsibility. *Austr. J. Physiother.*, 24, 2.

The clinical teacher has to assume responsibility for (1) the patient being treated by the student; (2) the individual student; (3) society and (4) the physiotherapy profession. The clinical teacher has to guarantee utmost patient care, and that only competent students should qualify. It is thus important that the clinical teacher should constantly reassess his or her clinical performance, should be involved in clinical work themselves and should act as models of good professional behaviour. "Their personal warmth towards their patients, and demonstration of practical ability coupled with caring concern, will be appreciated by the students."

Guidelines for the assessment of interpersonal, intellectual and technical competence for the physiotherapy student as well as a student clinical assessment card are suggested.

M. J. Runnalls