



NS 2710

Pain Assessment and Management Course Outline

Fall 2021

September 1st, 2021 – December 10th, 2021

3 (3-0-0) 45 Hours for 15 Weeks; UT

INSTRUCTOR: Teresa Evans RN, MN
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OFFICE HOURS: By appointment

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Classes: Tuesdays 1800-2050 Room B305

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

Note: Students are expected to familiarize themselves with this course outline, the GPRC Nursing Student Handbook, and the MyClass learning platform.

NS 2710

Pain Assessment and Management

CALENDAR DESCRIPTION:

This course offers an in-depth exploration of the multidimensional nature of pain, current pain theories and models and research-based knowledge and skills relevant for competence in pain assessment and management in nursing practice. An individualized, patient-centered and interprofessional team approach will be emphasized.

PREREQUISITE(S)/COREQUISITE:

NS 1160 and NS 1500 or equivalent or with instructor permission.

REQUIRED TEXT/RESOURCE MATERIALS:

There is no specific required textbook for this course; resource materials will be located on MyClass.

FALL 2021 DELIVERY:

High Flex Delivery. This type of course provides students the option of attending sessions in the classroom, participating remotely, or doing both. It is however, highly recommended that students participate in face-to-face activities as much as possible. There are course components required onsite attendance particularly, any exams and clinical activities. Students must have a computer with a webcam and reliable internet connection if choosing to use the high flex delivery method. Technological support is available through helpdesk@gprc.ab.ca.

COURSE OBJECTIVES:

Upon completion of this pain curriculum, the student will be able to:

1. Apply current knowledge of anatomy, physiology, pharmacology, psychology and sociology to the assessment and management of people with pain.
2. Distinguish between different types of acute, recurrent, and persistent (chronic) pain in terms of mechanisms, assessment, and management and understand the consequences of unrelieved pain.
3. Engage in regular evidence-based pain assessment and care planning that takes into account the sensory, cognitive, affective, behavioral, social, cultural, spiritual, and political components of the pain condition.
4. Identify professional, system, patients, family and community barriers to effective pain assessment and management.
5. Recognize individuals who are at risk for under treatment of their pain (e.g., individuals who are unable to self-report pain, neonates, cognitively impaired).
6. Use valid and reliable pain assessment tools that are appropriate to the needs of the individual patient and the demands of the care situation.
7. Discuss prescribed analgesics and adjuvants and their use in selected pain conditions.
8. Prevent and manage common adverse effects associated with pain treatment.
9. Describe the differences between physical dependence, psychological dependence (addiction), tolerance, and pseudo addiction.

10. Identify and deliver a range of basic physical and psychological comfort measures to decrease patients' pain.
11. Provide patients and family members with information about a variety of pain management interventions.
12. Demonstrate effective collaboration as a nurse-member of the interprofessional team that may include patients and family caregivers, to identify clearly defined, realistic and agreed upon goals for pain management.
13. Use accurate record-keeping and communication with patients, family caregivers, and members of the interprofessional team.
14. Practice in accordance with an ethical code that recognizes human rights, diversity, and the requirement to "do no harm."
15. Reflect critically on effective ways to work with and improve care for people with pain.
16. Recognize the importance of updating evidence based knowledge about pain and its management.

Adapted from the

International Association for the Study of Pain (2014). IASP Curriculum Outline on Pain for Nursing.

Retrieved From: <https://www.iasp-pain.org/Education/CurriculumDetail.aspx?ItemNumber=2052>

LEARNING OUTCOMES:

1. Students will explain the multidimensional nature of pain.
2. Students will identify, contrast and compare a variety of pain assessment tools.
3. Students will summarize selected issues in the measurement and management of pain.
4. Students will compare and contrast a variety of pharmacological and non-pharmacological strategies used in managing various pain conditions.
5. Students will be able to identify various factors involved in the effective assessment and management of pain.
6. Students will apply critical thinking to plan pain management strategies for selected clinical situations.

TRANSFERABILITY:

University of Alberta; University of Lethbridge

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.**

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

EVALUATIONS:

Evaluation	Percentage of Grade	Date:
Midterm Examination	30%	October 19 1800-2000 B305 In Person Attendance is Mandatory
Class Presentation	20%	November 2, or November 30
Creative Project (40% Total)	Phase I – 15%	<u>Phase 1 The Interview Due:</u> Sunday, October 24 th at Midnight
	Phase II – 20%	<u>Phase 2 The Creative Part Due:</u> Sunday, November 14 th at Midnight.
	Phase III – 5%	<u>Phase 3 The Presentation Due:</u> Tuesday, December 7 th in class
Class Participation	10%	Tuesday, December 7 th at 1800

GRADING CRITERIA:

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

EVALUATION DESCRIPTIONS:**Midterm Examination**

The midterm examination is a closed book and in-person exam consisting of multiple choice and short answer questions that will cover information related to:

- The Impact of Pain
- Theories of Pain
- Types of Pain
- Neurophysiology of Pain
- The Patient's Experience of Pain
- Comprehensive Assessment of Pain

Content of classes, videos, guest speakers, class activities, and documents posted on MyClass are all included.

Creative Project (40% Total)

The purpose of this assignment is for the student to gain an understanding of the impact pain has on a person's life and how they as health care professionals can show empathy towards those experiencing chronic or persistent pain.

This assignment allows the student to practice therapeutic communication and interviewing skills as well as develop their professionalism when interviewing patients. Students will analyze the interview data and identify key concepts that are important to discuss in relation to their role in assessing and managing chronic pain.

Through this process, the student will gain an appreciation for the patient and find ways of communicating empathy and understanding to patients who have chronic and persistent pain. This assignment will be completed in three phases:

Phase 1: The Interview (15%)

The student will choose a person of any age who has lived with persistent or chronic pain for ***longer than one year***. Please have the person sign the consent form which is located on MyClass prior to beginning the interview.

Students will introduce themselves, explain the purpose of the interview and how the information will be kept private and confidential as well as maintain professionalism throughout the interview. During the interview, students will focus on how living with chronic or persistent pain has affected the person physically, emotionally, socially, psychologically, spiritually, culturally, environmentally, and in their occupation.

Students will obtain the following information from the interview:

1. The person's diagnosis experience.
2. The person's perception of the impact of their pain on their lives.
3. The person's perception of their current health status and quality of life.
4. The person's philosophy about the best way to live with chronic or persistent pain.
5. The person's perception about what they should be able to expect from health care professionals when working with people who have chronic or persistent pain.

Students will be expected to submit an audio file of the interview, a word document of the interview questions used, and the signed consent form. Students will be graded based on the depth and clarity of the interview as well as their interviewing skills, professionalism and communication.

Phase 2: The Creative Part (20%)

The creative component can be of the student's choosing; some examples include art work, writing, poetry, photography, wood working, or any creative outlet. If students are unsure of what to do please feel free to discuss it with the instructor. The piece will represent the student's perception of chronic persistent pain. This creative piece will be shared with the class during phase 3.

In addition, students will be submitting a 1500-word essay describing the following:

- Key themes that emerged from the interview and why they are relevant with examples from the interview. Students should incorporate resources in this as well.
- The student's perception of chronic or persistent pain and the connection to the creative piece, providing details as to how this was applied from what they learned in the interview.
- Whether the student's perception of chronic or persistent pain has changed due to this experience, why or why not. Provide examples.
- What the student has learned about themselves as a practitioner working with people who have chronic or persistent pain.
- Students should incorporate readings and articles supporting what they found.

The paper affords the student with the opportunity to reflect on the experience they have had and to incorporate key learnings from this experience into their practice.

Phase 3: The Presentation (5%)

Students will have an opportunity to present their creative projects and what they learned to their classmates. Presentations will last 10 minutes and will be evaluated on creativity, clarity and presentation style. Peers will provide feedback as well as the instructor.

Class Presentation (20% Total)

Students will sign up on MyClass to present a portion of a class within this course. This provides students with the opportunity to show understanding of the content and creativity in presentation.

Students will develop an outline of what they will discuss and consult with the instructor prior via zoom. This meeting will be set up by the instructor. Students will provide feedback based on the rubric available in MyClass to each other based on content, significance, learning objectives, class engagement, and take-away messages. The final mark will be an average of all of the marks from the instructor and colleagues in the class.

Class Participation (10% Total)

Participation and attendance in all classes are welcomed and expected. Students are expected to come prepared with an open attitude of inquiry and participate in the activities during class.

Students will submit at the end of the semester how they have shown active participation with a score out of 10. The instructor will review the student's self-assigned participation grade and may adjust grade to accurately reflect level of seminar participation. Half marks can be assigned as well (i.e. 3.5 or 2.5).

Criteria and Points assigned	Excellent (5)	Very Good (4)	Good/Satisfactory (3)	Poor (1-2)
Active Participation	Actively and regularly contributes to discussion wither in person or online; Initiates discussion on issues related to class topic.	Voluntarily contributes to discussion in person or on line without prompting.	Few contributions; seldom volunteers but responds to direct queries and participates in group activities either in person or online.	Little engagement or participation.
Attendance	Always punctual, has attended all classes	Punctual; attended most classes	Missed more than 2 classes. Occasionally late or leaves early.	Poor attendance.

ASSIGNMENT OF FINAL GRADE:

The assignments are marked as raw scores. The marks on course assignment(s) will contribute to the overall letter grade according to the percentage that each assignment is weighted in the course. At the end of the course, all assignment scores are totaled for a term summary mark in the course based on the grading scale above. The final course grade is based on the cumulative total of individual student's weighted assignment marks.

LATE ASSIGNMENT POLICY:

It is expected that **ALL** assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of an alpha grade for each calendar day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked a B+ would receive an adjusted grade of B if handed in one day late. When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities located in:

Academic and Administrative policies are available on the same page.

www.gprc.ab.ca/about/administration/policies

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

COURSE SCHEDULE/TENTATIVE TIMELINE:

15 Week Course: Lecture: 3 Seminar: 0 Lab: 0

Week	Date	Topic
1	August 31	<i>Orientation – No Classes this Week</i>
2	Sept 7	<i>First Class</i> Course Overview Impact of Pain
3	Sept 14	Theories of Pain Types of Pain
4	Sept 21	Neurophysiology of Pain
5	Sept 28	The Patient's Experience with Pain
6	Oct 5	Comprehensive Assessment of Pain
7	Oct 12	<i>Fall Break – No Classes -</i>
8	Oct 19	<i>Midterm Examination- Must Attend In Person</i>
9	Oct 26	Pain & the Interdisciplinary Team <i>Creative Project Phase 1 Due Sunday, October 24 at Midnight</i>
10	Nov 2	Pain Assessment and Management in Infants, Children, & Older Adults
11	Nov 9	Pharmacological Interventions for Pain
12	Nov 16	Persistent Pain and Addiction <i>Creative Project Phase 2 Due Sunday November 14th at Midnight</i>
13	Nov 23	Physical Interventions for Pain <i>Last Day to Withdraw with permission November 26th, 2021</i>
14	Nov 30	Psychological Interventions for Pain Complementary Interventions for Pain
15	Dec 7	<i>Creative Project Phase 3 – Presentations During Class.</i> <i>Class Participation Assessment Due Wednesday December 7th at 1800</i>