



**NS 2710**  
**Pain Assessment and Management**  
**3 (3-0-0) 45 Hours UT**  
**Course Outline**  
**Winter 2020**  
**January 6<sup>th</sup> – April 17<sup>th</sup>, 2020**

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

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# **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 1500, PZ 1515; or equivalent, or with special permission from the instructor.

### **REQUIRED TEXT/RESOURCE MATERIALS:**

There is no specific required textbook for this course; Resource Materials will be located on Moodle.

### **DELIVERY MODE(S):**

This course will be face to face instruction and supported by GPRC's on-line course management system (Moodle). To access your course, visit <https://moodle.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:**

UA

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:**

<b>Evaluation</b>	<b>Percentage of Grade</b>	<b>Date:</b>
Exam # 1	25%	February 12 <sup>th</sup> during class time
Exam # 2	35%	Exam Week (April 20-25)
Creative Project (40% Total)	Phase I – 15% Phase II – 20% Phase III – 5%	<u>Phase 1 The Interview Due:</u> Monday February 24 <sup>th</sup> at 1600 hours <u>Phase 2 The Creative Part Due:</u> Monday, March 16 <sup>th</sup> @ 1600 hrs. <u>Phase 3 The Presentation Due:</u> In class, Wednesday April 8 <sup>th</sup>

**GRADING CRITERIA:**

<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>		<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>
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

**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.

### COURSE SCHEDULE/TENTATIVE TIMELINE:

14 Week Course: Lecture: 3

Seminar: 0

Lab: 0

Week	Date	Topic
1	January 8 <sup>th</sup>	<b>First Class</b> Course Overview Impact of Pain
2	January 15 <sup>th</sup>	Theories of Pain Types of Pain
3	January 22 <sup>nd</sup>	Neurophysiology of Pain Part I
4	January 29 <sup>th</sup>	Neurophysiology of Pain Part II
5	February 5 <sup>th</sup>	The Patient's Experience with Pain
6	February 12 <sup>th</sup>	<b>Exam # 1 in class</b>
7	February 19 <sup>th</sup>	Reading Week – No Classes
8	February 26 <sup>th</sup>	Comprehensive Assessment of Pain <b><i>Creative Project Phase 1 Due Monday, February 24<sup>th</sup> at 1600 hours</i></b>
9	March 4 <sup>th</sup>	Pain Assessment and Management in Special Populations <b><i>Last Day to Withdraw with permission March 5<sup>th</sup>, 2020</i></b>
10	March 11 <sup>th</sup>	Pain & the Interdisciplinary Team
11	March 18 <sup>th</sup>	Pharmacological Interventions for Pain <b><i>Creative Project Phase 2 Due Monday March 16<sup>th</sup> at 1600 hours</i></b>
12	March 25 <sup>th</sup>	Persistent Pain and Addiction
13	April 1 <sup>st</sup>	Physical Interventions for Pain
14	April 8 <sup>th</sup>	<b><i>Creative Project Phase 3 – Presentations During Class.</i></b>
15	April 15 <sup>th</sup>	Psychological Interventions for Pain Complementary Interventions for Pain
	Exam Week	Exam # 2

### 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](http://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>