

NS 2710 A3
Pain Assessment and Management Course Outline
Winter 2023
January 4th – April 12, 2023
3 (3-0-0) 45 Hours for 15 Weeks; UT

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OFFICE HOURS: Thursdays 1000-1200
In person or Via Zoom <https://nwpolytech.zoom.us/j/2771000661>

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

Classes: Mondays 6 – 9 p.m. HEC 206

Northwestern Polytechnic respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honored 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.

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 are no required textbooks for this course; resource materials will be located on MyClass.

DELIVERY MODE: Lecture

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% | Monday February 13 th in Class |
| Class Presentation | 20% | Students Sign Up for a Date/Time |
| Creative Project (40% Total) | Phase I – 15% | <u>Phase 1 The Interview Due:</u> Friday February 27 th by midnight |
| | Phase II – 20% | <u>Phase 2 The Creative Part Due:</u> Friday March 24 th by midnight. |
| | Phase III – 5% | <u>Phase 3 The Presentation Due:</u> Monday, April 10 th in Class |
| Class Participation | 10% | Monday, April 10 th in Class |

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 as testable material.

Creative Project (40% Total)

The purpose of this assignment is for the student to gain an understanding of the impact pain 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%)

Students 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. It is a good idea to talk with the instructor to ensure that the person you are interviewing would be appropriate.

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 artwork, writing, poetry, photography, wood working, or any creative outlet. If students are unsure of what to do please feel free to discuss this 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 to support the key themes.
- 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 present their creative project and what they learned to their classmates. Presentations will last 10 minutes and will be evaluated on creativity, clarity, and presentation style.

Class Presentation (20% Total)

Students will sign up during the first class 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.

Topics for Student Presentations:

| Topic | Date |
|--------------------------------------|------------------------------|
| Pain in Newborns and Infants | March 6 th , 2023 |
| Pain in Children | March 6 th , 2023 |
| Pain in Older Adults | March 6 th , 2023 |
| Complementary Interventions & Pain | April 3, 2023 |
| Psychological Interventions for Pain | April 3, 2023 |

Students will develop an outline and discuss with instructor a week prior via zoom. Colleagues 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 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:

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered.

Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.

POLICY STATEMENT:

The course outline acts as an agreement between the student and instructor of this class regarding the details of the course.

Policy about course outlines can be found under the Course Requirements, Evaluation Procedures and Grading on page 38-39 in the [NWP Academic Calendar 2022-2023](#).

Northwestern Polytechnic is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of NWP in this respect. Students are urged to familiarize themselves with the provisions of [Student Rights and Responsibilities](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offense and can result in suspension or expulsion from the College. Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with prior written consent of the instructor or as part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

STUDENT RESPONSIBILITIES:

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the NWP Department of Nursing Education & Health Studies Student Handbook [Link](#).

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 [Student Rights and Responsibilities](#)

IMPORTANT DATES:

| | |
|-------------------------------|---|
| January 9th | Classes start |
| January 13 | Last day to add or drop courses with full refund |
| February 20 | Family Day – No School |
| February 21-24 | Winter Break – No School |
| March 29th | Last day to withdraw from courses with a grade of ‘W’ |
| April 7th | Good Friday - No School |

COURSE SCHEDULE/TENTATIVE TIMELINE:

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

| Week | Date | Topic |
|------|----------|---|
| 1 | Jan 3-6 | <i>Orientation Week – No Classes</i> |
| 2 | Jan 9 | <i>First Class</i> Course Overview Impact of Pain |
| 3 | Jan 16 | Theories of Pain Types of Pain |
| 4 | Jan 23 | Neurophysiology of Pain |
| 5 | Jan 30 | The Patient's Experience with Pain |
| 6 | Feb 6 | Comprehensive Assessment of Pain |
| 7 | Feb 13 | <i>Midterm Examination</i> |
| 8 | Feb 20 | <i>Family Day No Classes</i> |
| 9 | Feb 27 | Pain & the Interdisciplinary Team <i>Creative Project Phase 1 – Interview Due February 27th by midnight</i> |
| 10 | March 6 | Pain Assessment and Management in Infants, Children, & Older Adults |
| 11 | March 13 | Pharmacological Interventions for Pain |
| 12 | March 20 | Persistent Pain and Addiction <i>Creative Project Phase 2 Due March 24th at Midnight</i> |
| 13 | March 27 | Physical Interventions for Pain <i>Last Day to Withdraw with permission March 29th</i> |
| 14 | April 3 | Psychological Interventions for Pain Complementary Interventions for Pain |
| 15 | April 10 | Pain, Death and Dying – Pain in Palliative Care <i>Creative Project Phase 3 – Presentations During Class.</i> <i>Class Participation Assessment Due in class.</i> |

Presentation – Peer Feedback

Person Presenting: _____

Peer Evaluator: _____

| Criteria | Marks | Comments |
|---|-------------|----------|
| The presentation was interesting and creatively delivered. | /5 Marks | |
| Used appropriate resources and evidence to support the information. | /5 Marks | |
| There was clear objectives and the presentation was organized. | /5 Marks | |
| The presentation had activities for class to discuss and participate. | /5 Marks | |

In the presentation, I like that you....

Some things to continue to work on when presenting...

**Grading Rubric for Creative Project Phase 1:
The Interview**

| Category | 4 | 3 | 2 | 1 |
|---------------------------------------|---|--|---|---|
| Questions and Interviewing Techniques | Demonstrates depth and clarity with thoughtful questions. Uses communication skills such as paraphrasing and clarifying to enhance understanding. | Demonstrates above average depth and clarity throughout the interview with thoughtful questions. Occasionally seeks clarification using therapeutic communication techniques. | Demonstrates fair effort to interview client but lacks depth and clarity in questions asked. Does not seek clarification or use therapeutic communication skills to illicit more in-depth information. | Did not provide appropriate questions throughout the interview or follow guided questions. Provides little guidance to interviewee. |
| Professionalism | Excellent professionalism. Introduced self, discussed confidentiality and purpose of the interview. Interview flowed smoothly. Process was well explained to the interviewee. Wraps up interview appropriately and gives a good synopsis of what was learned. | Explained the process well and interviewer was professional. Introduced self, explained purpose and confidentiality. Wraps up interview and thanks the individual for participating. | Some parts of the interview might have needed further explanation to the interviewee. Maintained a professional manner through most of the interview although the interview was not well organized. Not well explained. | Little explanation was provided to the interviewee, nor was the process explained. Several instances were lacking professionalism. |
| Comprehension | Student clearly demonstrates an excellent understanding as to the purpose of the interview by questioning interviewee regarding all aspects of health. | Student demonstrates a good understanding as to the purpose of the interview through questioning interviewee regarding the majority of how pain affects their overall health. | Student demonstrates a fair understanding as to the purpose of the interview through questioning interviewee regarding some aspects of health and how pain affects these. | Student demonstrates poor understanding as to the purpose of the interview through failing to question the interviewee regarding aspects of health and how pain affects them. |

Grading Rubric for Creative Project Phase 2: The Creative Part

| Category | 4 | 3 | 2 | 1 |
|----------------------------------|--|---|---|---|
| Comprehensiveness | The student was thorough and comprehensive in identifying the key points of the interview. | Student was through in identifying the key points of the interview with very little content missed. | Student gathered some pertinent key points but lacking depth or content | Student did not gather sufficient information to identify and support key points. |
| Organization | Project was clearly organized and articulated in the paper; excellently described as to how it links with their learnings about pain. | Project was organized in a logical manner with linkages to key learnings. | Project linkages to key learnings was difficult to follow. | Lack of effort put into organizing the creative project or linking to key learnings. |
| Creativity | Thoughtful and rich representation of pain and how it affects the individual. Unique and provides excellent interpretation of the project. | Thoughtful and artistic representation of pain and how it affects the individual. Time and effort are evident in the project. | Creativity is evident although lacking a clear representation of pain and the interpretation of the project. | Lack of creativity or time and effort placed into the project. |
| Reflection | Demonstrated careful reflection and able to clearly tie this in from learnings in the course. | Thoughtful and careful reflection. Able to relate some of the learning in with the course. | Some reflection noted but lacks depth or explanation to the course. | Poor reflection and did not tie in learnings from the course. |
| Use of Resources | Seamlessly and concisely incorporates several resources to support key learnings. | Uses a variety of references to support key learnings. | Minimal resources used to support key learnings. | Lack of credible resources used to support key learnings. |
| APA Style & Organized | Well organized, No errors in APA. Writing is flowing and easy to follow | Minimal APA errors that do not detract from the paper. Writing is organized and easy to read. | Errors in APA are noticeable. Word choice occasionally informal in tone. Paper occasionally unorganized or unclear. | Errors in APA style detract substantially from the paper. Writing is unorganized with unclear passages. |

Grading Rubric for Creative Project Phase 3: The Presentation

| Category | 4 | 3 | 2 | 1 |
|--------------------------|--|--|---|---|
| Comprehensiveness | The student was thorough and comprehensive in identifying the key points of what they learned. | Student was through in identifying the key points of what they learned with very little content missed. | Student explained some pertinent key points but lacking depth or content | Student did not gather sufficient information to identify and support key points. |
| Creativity | Student is creative and shows that they learned a great deal from the assignment | Student was able to show creativity and explain the connection of what they learned with their creative project. | Student's creative project identifies some linkages with what they learned but it might not be clear. | Lack of connection between creative project and key learnings. Difficult to make connections. |
| Clarity | Student was clear, well spoken and communicated ideas succinctly and thoroughly. | Student was clear and well spoken. | Student spoke well, with occasional lack of organization in the presentation | Lack of organization and clarity in delivery of presentation. |

Comments: