

University of Toronto Interfaculty Pain Curriculum

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Disclosure

- Nothing To Disclose.
- No off-label or investigational use of drugs or products will be discussed.

Interfaculty Prelicensure Pain Curriculum

Dentistry, Medicine, Nursing,
Pharmacy, Physician Assistants,
Occupational Therapy, Physical
Therapy

2002 (N=560)

to

2018 (N=991)



Pain 110 (2004) 140–148

PAIN

www.elsevier.com/locate/pain

An integrated undergraduate pain curriculum, based on IASP curricula,
for six Health Science Faculties

Judy Watt-Watson^{a,*}, Judi Hunter^b, Peter Pennefather^c, Larry Librach^d, Lalitha Raman-Wilms^c,
Martin Schreiber^d, Leila Lax^d, Jennifer Stinson^a, Thuan Dao^e,
Allan Gordon^d, David Mock^e, Michael Salter^d



Pain 140 (2008) 74–86

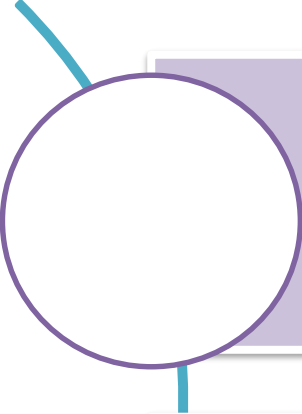
PAIN

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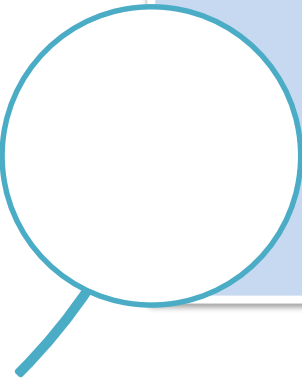
An Interfaculty Pain Curriculum: Lessons learned from six
years experience

Judith Hunter^{a,*}, Judy Watt-Watson^b, Michael McGillion^b, Lalitha Raman-Wilms^c,
Lynn Cockburn^d, Leila Lax^e, Jennifer Stinson^b, Andrea Cameron^c, Thuan Dao^f,
Peter Pennefather^c, Martin Schreiber^g, Larry Librach^g, Tricia Kavanagh^b,
Allan Gordon^g, Nora Cullen^g, David Mock^f, Michael Salter^g

IPC Goals



Graduates will understand that pain is a unique and frequently encountered problem that can require comprehensive, collaborative management.



Graduates will begin to develop the skills required to give evidence-based clinical judgments needed for pain assessment and management, within their individual and interprofessional team scope of practice.

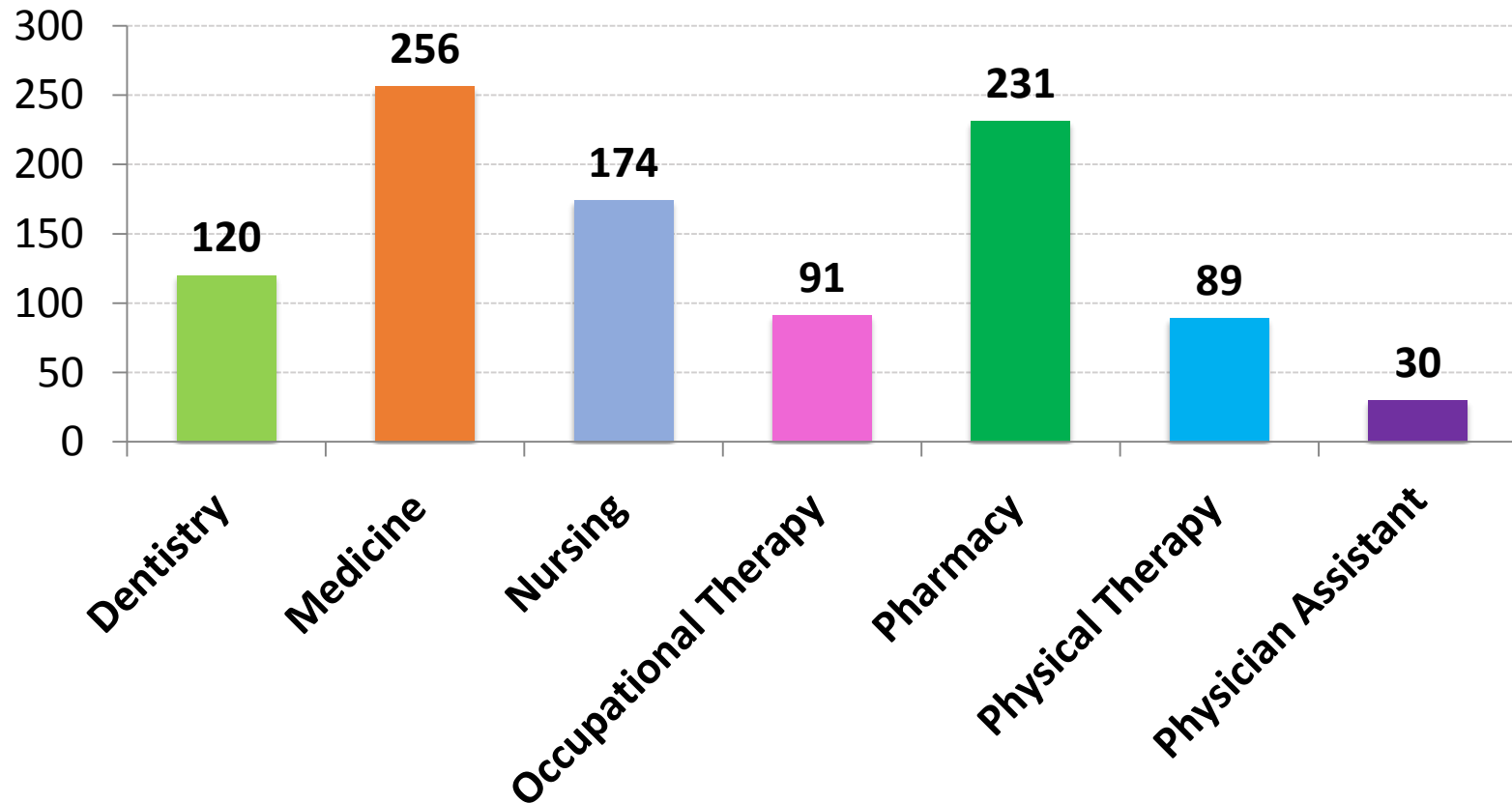
PAIN: PUTTING THE PERSON AT THE CENTRE

UofT CENTRE FOR THE STUDY OF PAIN-INTERFACULTY PAIN CURRICULUM



UTCSP-IPC 2018 Participants

UTCSP-IPC 2018 Students (991)



2018 IPC Schedule

Monday, March 19, 2018		Tuesday March 20, 2018		Wednesday, March 21, 2018	
8:30am-9:30am	Pain: Mechanisms and Manifestations (Online Module)	8:30am-9:45am	Concurrent Sessions	8:30am-9:30am	Opioids as a Component of Pain Management, an Interprofessional Responsibility (Online Module)
9:30am-12:30pm	Introduction: Patient Panel, Interprofessional Panel	9:45am-10:15am	Break	9:30am-12:00pm	Teams meet independently CASE: Persistent Pain Management
		10:15am-11:30am	Concurrent Sessions		
12:30pm-1:30pm	Break	11:30am-1:00pm	Break	12:00pm-1:00pm	Break
1:30pm-4:30pm	Profession Specific Perspectives	1:00pm-4:00pm	Facilitated Interprofessional Teams – Patient CASE: Acute Pain Assessment	1:00pm-4:00pm	Facilitated Interprofessional Teams CASE: Persistent Pain Management for a person with persistent pain
		4:00pm-5:00pm	Teams meet independently CASE: Acute Pain Management		

Mandatory Modules

**Opioids as a Component
of Pain Management:
An Interprofessional Responsibility**

**A patient-based
Interactive Module**

Click next →

**Pain Mechanisms and
Manifestations**

START COURSE

DETAILS ▾

- Patient-centred cases
- Several quizzes

2018 IPC Concurrent Sessions

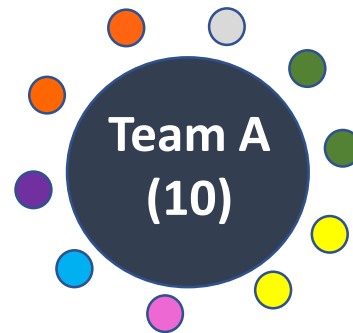
Session (Choice of 2)

1. Opioid use and its associated harms in Ontario: A balancing act
 2. Issues and Challenges in Cancer Pain
 3. Complementary and Alternative Medicine
 4. Healing the mind, body, spirit and emotion: how Indigenous approaches to wellness can inform holistic & integrated pain management
 5. Pharmacology of Pain
 6. Headaches - Clinical Relevance and Differential Diagnosis
 7. Hitting the High Points on Cannabis for Pain
 8. Mindfulness
-

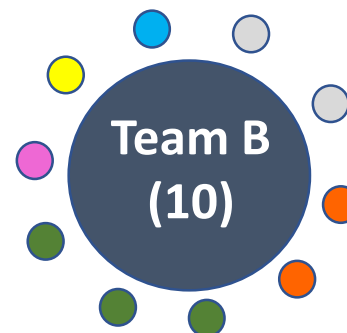
N= 991 students ➡ 33 Groups ➡ 99 Teams

Group 1 (30 students)

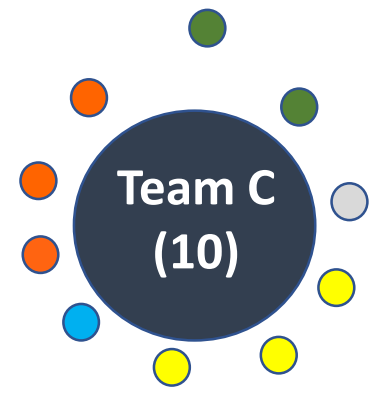
- Dentistry
- Medicine
- Nursing
- Occupational Therapy
- Pharmacy
- Physical Therapy
- Physician Assistant



Facilitator



Lead Facilitator



Facilitator

Facilitator Training (N~90)



Manual & Orientation Session:

- Outline objectives/timing for moving through the cases.
- Address interprofessional nature of facilitating the groups.
- Discuss strategies for encouraging respect and positive discussion.

Feedback Session

Interprofessional Small Group Work: Persistent pain management plans

Patient cases:

- Gerald Robertson
(*squamous cell lung cancer*)
- Julie Wu
(*juvenile idiopathic arthritis*)
- Frank Aweida
(*traumatic amputation*)

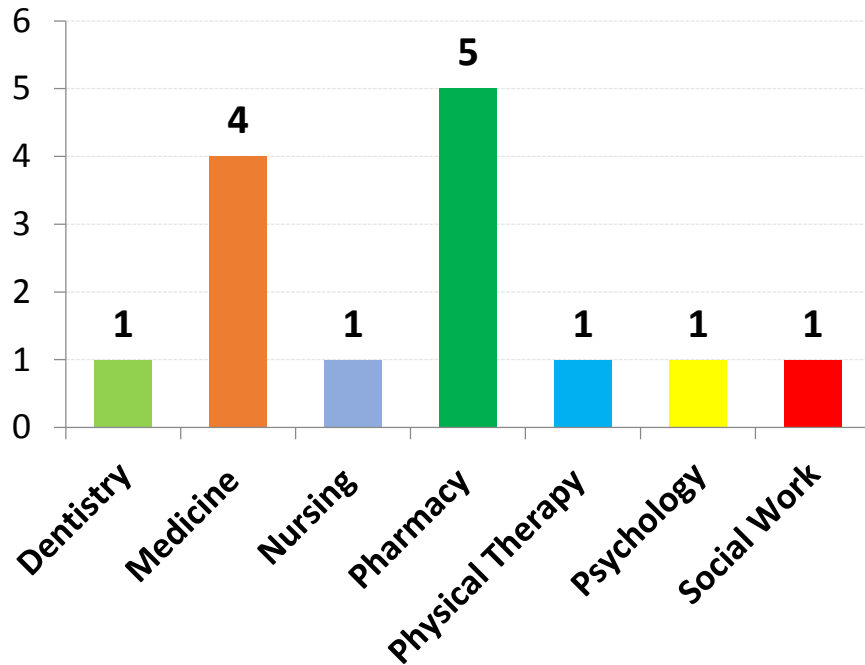


Student Comments

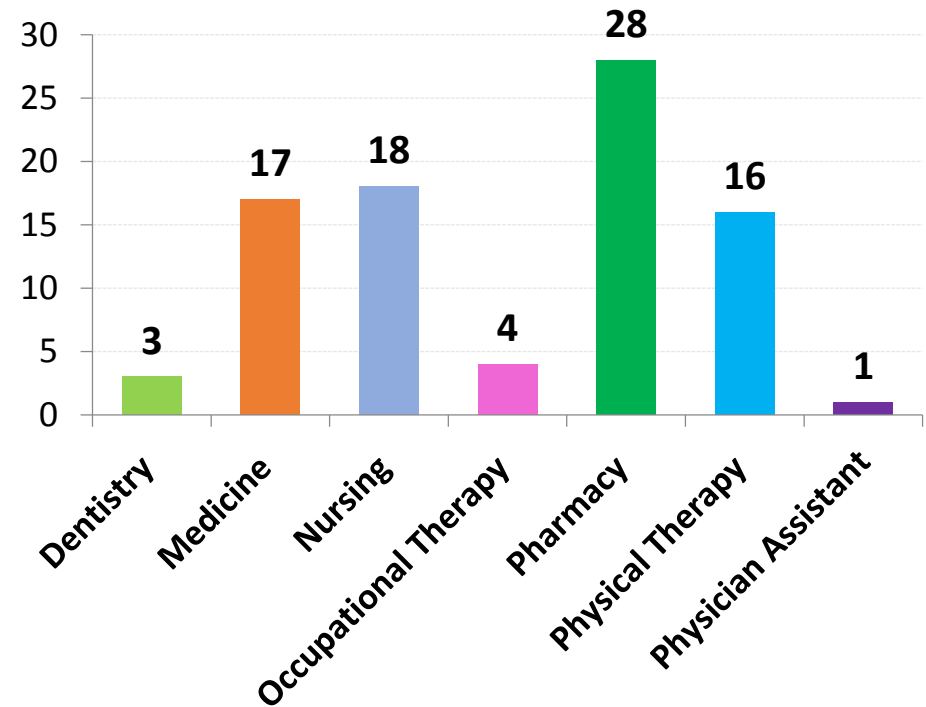
- “the cases brought all professions together...showed us we all had a valuable role in pain management”
- “made me realize how pain may impact every area of a patient’s life”
- “able to see & hear problem solving approaches from different health professionals”
- “I have increased respect for other professions and their roles in patient care”

UTCSP-IPC 2018 Participants

2018 IPC Speakers (14)



2018 IPC Facilitators (87)



Interfaculty Pain Committee



IPC Program Evaluation

I

Student Pain Knowledge and Beliefs Pre- and Post-test questionnaires (online)

II

Student Daily Content and Process Questionnaires: Monday, Tuesday and Wednesday of the UTCSP-IPC (online)

III

Evaluation of students' Interprofessional Pain Management Plans, from small groups (Upload on the Blackboard)

IV

Student Interprofessional Collaboration Assessment Rubric (ICAR) (online)

V

Assessment of Interprofessional Collaboration in Student Learning Scale (online)

IPC Program Evaluation

1. Pain Knowledge and Beliefs Questionnaires

- 2002 PKB: increased **17%** [pretest (66%) - post-test (83%)($p=0.001$)].
- 2018 PKB: increased **7%** [pre-test (74%) - post-test (81%) ($p=0.0001$)].

2. Daily Process and Content Questionnaires

Overall student satisfaction ratings were higher than last year; any lower ratings were related to logistics.

IPC Program Evaluation

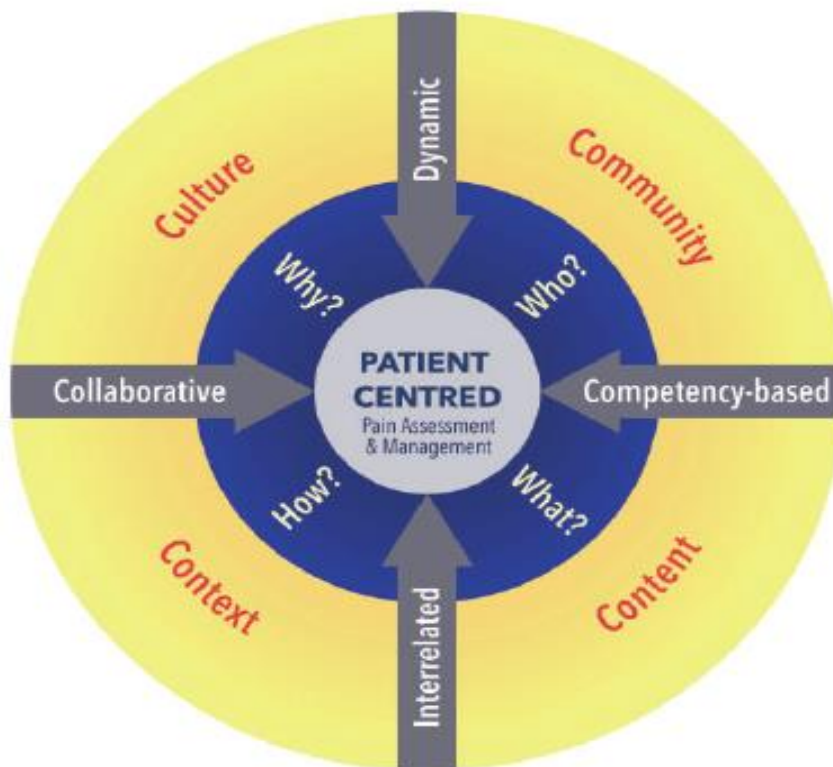
3. Interprofessional Pain Management Plans

- 99 care plans from 99 teams submitted.
 - 10 care plans from each of 3 cases randomly selected for analysis (n=30).
 - Reviewed by 2 raters: scored against an assessment rubric
 - Range: 8.3 to 12.6/13; overall **average score = 11 (85%)**.
-

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Pain interprofessional curriculum design (PICD) model



Conclusion:

- IPC is iterative based on yearly feedback.
- Ongoing challenges for sustainability include:
 - Addressing student diversity & interests.
 - Providing ongoing reporting to those with curriculum authority.
 - Maintaining involvement of faculties & agencies.
 - Examining impact on practice.

Acknowledgements



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