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**Advanced Pain Assessment and Management**

COURSE SYLLABUS

2017

Course Facilitator: Cathy Kiteley

Course Author: Jocelyn Brown

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**Course Offering:** de Souza Institute

**Course Format:** eLearning and videoconference

**Contact Information:** [Ckiteley@aol.com](mailto:Ckiteley@aol.com)

**Registration:** Required

## A. COURSE DESCRIPTION

This course will focus on the fundamental principles of cancer pain assessment and management. A review of the pathophysiology of cancer pain will be followed by modules on assessment, cancer pain syndromes, management, education and advocacy. The overall goal of this course is to enhance nursing knowledge, skill and judgment at an advanced level related to cancer pain assessment and management.

## B. COURSE OBJECTIVES

By the end of this course, you will be able to:

- Explain cancer pain etiology and pathophysiology.
- Utilize evidence-based pain assessment tools and management strategies.
- Recognize the impact of pain on physical, psychological, emotional, spiritual and functional aspects of individual's and family's lives.
- Demonstrate knowledge of non-pharmacological interventions in managing cancer pain.
- Understand the selection of analgesic medications including the WHO ladder and the effective use of opioids.
- Describe the management of intractable pain in palliation
- Provide support and interventions to address the multi-dimensional impact of pain.

## C. MODE OF LEARNING

The main mechanisms to facilitate learning in this course will entail eLearning and a half day videoconference session via the Contact North e-Classes system.

### ***eLearning***

eLearning, offered through the de Souza eLearning centre, will cover the following activities: the application of knowledge, self-directed reading assignments, and discussion forum participation. The eLearning environment fosters a self-directed approach for participants to progress through the modules at a convenient time each week, either at home or work. The course timetable in Section 1 on page 5 of the course syllabus outlines weekly expectations for participants.

- Learning and application: Sections and modules are developed by de Souza education team to reflect the latest knowledge in pain assessment and management. The content is up to date and the learning format is interactive.
- Readings are intended to enhance the eLearning content surrounding key topic areas.
- Discussion forum via the eLearning platform is intended to engage all participants enrolled in the course. This is a form of learning that really depends on the active participation of the group. Online discussions regarding module content, readings or activities will enhance knowledge acquisition, understanding, and sharing. It is encouraged that you share experiences, ideas or resources from clinical practice with others in the course.
- Technical support will be provided throughout the course.

## **Contact North e-Classes**

This course includes a half day case-study session, via videoconference, during which nurses will develop cases together in groups, incorporating what was covered in the eLearning portion of the course. Nurses will then present cases, and interact with other groups through the videoconferencing system. During the case presentations, learners will be able to practice the pain assessment and management skills in a non-threatening safe learning environment.

The videoconference will typically occur in the last week of the course, from 1pm to 4pm. Participants can participate using their own computer equipment (from any location).

## **D. MODES OF EVALUATION**

As part of the evaluation process, we would like you to complete the following:

- A baseline evaluation: this survey assesses your knowledge, attitude, confidence, and learning methods before you begin the eLearning modules for the course.
- eLearning modules/units/sections, required readings and discussion forum postings: It is expected that you will participate in a meaningful way to demonstrate learning through the weekly collaborative forum discussions.
- Videoconference: you will be required to attend and actively participate in a videoconference in week 7.
- Post evaluation: At the end of the course, you will be required to complete a post course evaluation. This will be facilitated electronically through eLearning.

When you have met the all the above requirements, you will receive a downloadable certificate of completion and will receive a credit towards de Souza designation. Please note: certificate of completions will be available two weeks after the closing of the online course.

## **E. COMPETENCIES**

A number of competencies will be evident within each module and encompasses both the Canadian Association of Nurses in Oncology and the College of Nurses of Ontario Standards of Practice.

### **College of Nurses of Ontario Standards**

- Accountability
- Continuing competence
- Knowledge
- Knowledge application
- Leadership
- Relationships
- Professional relationships

### **Standards & guidelines link:**

<http://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>

The competencies include utilizing ongoing pain assessment to identify the presence of pain and adequacy of pain management. The competencies also include implementing an individualized pain management strategy and evaluation in collaboration with the individuals with cancer, the family and interdisciplinary team members. Addressing the problem of cancer and treatment related pain throughout the cancer trajectory, from initial treatment to palliation, and in all care settings, acute care, community care and continuing care is an important part of the nursing role.

Additional resources, readings and web links will be provided to augment learning and in some cases will be required to enhance understanding in order to successfully complete a module. Armed with this increased knowledge, it is hoped that this will enable participants to make valuable contributions to practice.

## F. TIME REQUIREMENT AND EXPECTATIONS FOR PARTICIPANTS

To be successful in completing this course, you are encouraged to set aside 2 to 3 hours each week to complete each section as learning is primarily self-directed. The total learning hours for this course is 24 hours. It is strongly recommended that you do not plan a vacation during the course offering period.

Sections and modules are to be completed sequentially; participants can choose to go ahead and complete learning activities in multiple sections and modules at once but must participate in the course discussion forum for each section/module within the set timeline (refer to timeline-page 5). Participants will be expected to:

- a) Address and respond content specific questions from the course facilitator; and
- b) Contribute to group discussions by providing substantive comments, and by reviewing and responding to posting from 1 other participant. Please avoid simplistic comments such as "*I agree*".

Your course activity completion will be reflected in your grade book. Evidence of engagement through active participation will result in a positive learning experience. You will be expected to complete all six sections/ modules through the eLearning system.

For the final session, groups of 3 to 5 learners are expected to be formed in each of the participating cancer centres if applicable. One case will be assigned to each participating group and all learners are required to participate in the entire 4 hour case study session. Learners can participate with their own computer equipment (from any location).

## G. FACILITATOR AVAILABILITY

The facilitator for this course will be responsible to guide the eLearning component including online discussion, to lead videoconference session, and to be available to you for questions throughout the course and to provide final grade. The response time from a participant enquiry to a facilitator response ranges from 24 hour to 48 hours. Technical support is available by contacting [support@desouzainstitute.com](mailto:support@desouzainstitute.com)

## H. COURSE TIMELINE

The following sections/modules are to be completed in sequential order according to numerical identifier.

Section/ Module	Topic	Post Date	Date to complete
<b>Prep/case studies</b>	Learning agreement, baseline survey, participant introductions and review section "case studies"	Within 1 <sup>st</sup> week of the course	Completion by the end of 1 <sup>st</sup> week
<b>Section 1</b>	Pathophysiology of Cancer Pain	Within 1 <sup>st</sup> week of the course	Completion by the end of 1 <sup>st</sup> week
<b>Section 2</b>	Pain Assessment	Within 2 <sup>nd</sup> week of the course	Completion by the end of 2 <sup>nd</sup> week
<b>Section 3</b>	Cancer Pain Syndromes	Within 3 <sup>rd</sup> week of the course	Completion by the end of 3 <sup>rd</sup> week
<b>Section 4</b>	Pain Management: Pharmacological Approaches (2 modules)	Within 4 <sup>th</sup> week of the course	Completion by the end of 4 <sup>th</sup> week
<b>Section 5</b>	Evaluation and Special Populations	Within 5 <sup>th</sup> week of the course	Completion by the end of 5 <sup>th</sup> week
<b>Section 6</b>	Patient and Family Education and Advocacy	Within 6 <sup>th</sup> week of the course	Completion by the end of 6 <sup>th</sup> week
	<b>Videoconference session: October 19, 2017, 1300-1630hr.</b>	<b>Submission of case study slides from each group by October 16, 2017</b>	Week 8
<b>Final evaluation</b>	Online		By course closing date

## **FACILITATOR'S BIOGRAPHY**

**Instructor: Cathy Kiteley, APN, RN, MScN, CON(c), CHPCN(c)**

Catherine Kiteley is a clinical nurse specialist in the area of oncology and palliative care. She has both her Oncology and Palliative certification from the Canadian Nurses Association.

Over her career, Cathy has engaged extensively in research, professional practice and education. She holds a master's degree in nursing from U of T and has been involved in teaching activities at de Souza Institute, LEAP and the University of Toronto. Prior to retiring from her full time role at Trillium Health Partners, she was an active clinician and regularly mentored nursing, inter-professional and medical students in oncology and palliative care. She was part of the development team for several CCO symptom management guides. She taught and evaluated workshops in emotional care, led an innovation in triaging and navigating palliative care referrals at Trillium, and she also facilitates numerous programs at Wellspring cancer wellness centre.

## **Additional Information Regarding Learning At de Souza Institute**

### **A. GUIDELINES FOR ONLINE DISCUSSION**

Discussion related to course content will take place in the collaboration discussion forums. The collaboration discussion forums provide you with the opportunity to share ideas and clarify your understanding of course content and readings. To receive a perfect grade, you must make at least three postings for each discussion forum within posting deadline. Your first posting will consist of a thoughtful reflection of the question posed. Additional postings (at least two) can either initiate a line of discussion or be in response to another learner's posting.

Although your posting should fully articulate your thoughts on a given topic, it should also be concise. To avoid excessively long postings, try to keep your posting fewer than 400 words in length. Try to avoid repetitive messages like "I agree with your posting" unless you are following them with additional information, new ideas or issues. Don't be afraid to disagree with your instructor or peers as long as you phrase your thoughts respectfully. The idea is to stimulate a thoughtful dialogue, so we all need to take responsibility to both contribute to the discussion and keep it lively and on-going. In order to successfully pass the discussion forum, you must obtain a minimum of 11 out of 15 for each discussion week/ section. Please refer to grading rubric below (Appendix A).

## B. SOCIAL FORUM

This social forum is provided for you, the participants, to post news, items of general interest, share information about yourselves and to raise topics of interest beyond the specific questions being discussed in the module-specific forums. All messages of a social nature can be posted in the social forum. This forum is open to all participants, including the facilitator.

## C. VIRTUAL LIBRARY

The de Souza Institute has a virtual library that can be accessed to those registered in this course or any other de Souza Institute continuing education program. This invaluable resource enables you to access over 1500 e-Journals, 200 e-books and 8 on-line databases such as CINHAL or Ovid-Medline. You can use the virtual library to access the required reading materials for your course. The virtual library can be accessed 24 hours a day at any location that has internet access using a login and password.

The direct link is <http://library.desouzainstitute.com/>

## D. TECHNICAL SUPPORT

### eLearning Centre Orientation

If this is the first time you are taking a course offered by the de Souza Institute, please complete the eLearning Centre Orientation course (free of charge). This course is designed to introduce you to online learning and help you understand how to navigate through the de Souza Institute eLearning centre and courses. It is strongly recommended that you complete this orientation so you will be able to successfully navigate de Souza's eLearning environment.

### de Souza Support

If you have questions about the content of a course please email your course facilitator. If you need assistance accessing or navigating the eLearning Centre, please refer to the eLearning Orientation course. If you have questions or have any general technical difficulties please contact [support@desouzainstitute.com](mailto:support@desouzainstitute.com).

## E. POLICIES AND PROCEDURES

### [Academic Honesty and Copyright Policy](#)

### [Cancellations, Incomplete and No Show Policy](#)

Course content and resources provided in this course are based on best practice guidelines from provincial and national bodies. Please consult your educator if you have specific questions related to local protocols and policies as they vary among healthcare organizations.

**Appendix A: Discussion Forum Grading Rubric**

Grading Criteria	Grading for Discussion Forum Collaboration and Contribution			
	0	1	2	3
<b>Timely collaborative forum discussion contributions</b>	Late or not posted OR No responses to other participants and facilitator(s)	Only 1 topic posted per discussion forum within timeline OR Only 1 response to other participants or facilitator(s)	1 topic posted per discussion forum within timeline OR 2 responses posted to other participants or facilitator(s) within timeline	1 topic posted per discussion forum within timeline AND 2 or more responses posted to other participants or facilitator(s) within timeline
<b>Able to identify key concepts</b>	Late or not posted OR No evidence that concepts are identified in collaborative discussion	Incomplete posting that offers limited understanding of core concepts	Provides postings containing a clear understanding of all core concepts	Provides additional evidence, resources or information related to key concept(s) to enhance the learning experience
<b>Demonstrates comprehension of concepts in various contexts</b>	Late or not posted OR No evidence to infer relationship between theory and practice	Provides example(s) of application in practice with limited application of patient-centred approach (where applicable)	Provides example(s) of application in practice and describes a wholistic patient-centred approach (where applicable)	Provides example(s) of application in practice and describes a wholistic patient-centred approach including analysis (where applicable)
<b>Knowledge integration through critical thinking and/or reflection</b>	Late or not posted OR No evidence of critical thinking and/or reflective thought pertaining to personal perspectives and professional development	Little evidence of critical thinking/reflective thought pertaining to personal perspectives and professional development	Evidence of some reflective thought pertaining to personal perspectives and professional development	Evidence of strong reflective thought pertaining to personal perspectives and professional development
<b>Integration of a collaborative approach in addressing key issues</b>	Late or not posted OR No mention of collaborative person centred care	Posting brief or vague in describing working with patients and other professionals (where applicable)	Posting articulates a detailed example of how patients, families and other providers are involved collaboratively in care delivery (where applicable)	Posting articulates process and results of team based care, i.e., working together, sharing a common goal, leveraging resources, and providing right service in the right place (where applicable)

**Grade is the sum total score for each category, ranging from 0-15.  
A grade of 11 or higher (73%) is considered satisfactory.**



**Appendix B: Course Grading Rubric**

Component	Description	% of Final Grade
<b>Forum Postings</b>	Posting in 6 Collaboration Forums <ul style="list-style-type: none"> <li>• Section 1 forum – 5%</li> <li>• Section 2 forum – 5%</li> <li>• Section 3 forum – 10%</li> <li>• Section 4                             <ul style="list-style-type: none"> <li>○ Forum – 5%</li> <li>○ Opioid Calculation exercise – 30%</li> </ul> </li> <li>• Section 5 forum – 10 %</li> <li>• Section 6 forum – 5%</li> </ul>	70%
<b>Case Study Presentation</b>	Group case study presentation via videoconference (Contact North e-Classes)	30%

**The passing grade for this course is 75%.**