

# **OCT 751 Course Syllabus**

## **UNIVERSITY OF NEVADA, LAS VEGAS**

### **OCCUPATIONAL THERAPY PROGRAM**

Course Title: Pain Management across the Lifespan

Credit Hours: 2

Lecture Hours: 2 hours/week

Weekly Schedule: TBD

Location: TBD

Instructor(s): Donna Costa, DHS, OTR/L, FAOTA

Office hours: by appointment

Office location: BHS 200

Office telephone: 702-895-1832

Email: donna.costa@unlv.edu

### **Course Description:**

The physiological, psychosocial, and environmental components of the pain experience will be explored. Explanatory models of pain (across the life span) and a variety of pain interventions will be learned. Pain as a public health issue will be discussed, particularly in light of the opioid crisis.

### **Course Objectives:**

The following objectives are aligned with curriculum standards from the Accreditation Council for Occupational Therapy Education (ACOTE) (AOTA, 2018):

B.4.17 Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.

B.4.22 Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.

B.4.26 Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.

Additionally, this course has been designed to be consistent with the following guidelines:

- Occupational Therapy Practice Framework: Domain and Process, 4<sup>th</sup> Ed (AOTA, 2020)
- Blueprint for Entry-Level Education (AOTA, 2010)
- Standards of Practice for Occupational Therapy, (AOTA, 2016)

## **Learning Objectives:**

By the end of the course, students will be able to:

- Describe the current theories of the anatomical, neurological, physiological, developmental, social, psychological, cultural, and spiritual components of pain;
- Recognize the differences between acute and persistent pain and their implications for assessment and management of daily life;
- Discuss how age, sex/gender, family, culture, spirituality, the environment and social determinants of health contribute to the pain experience and the consideration of these aspects in assessment and management of pain and pain related loss of function;
- Describe the reliability, validity, benefits, and limitations of self-report, behavioral, and physiological measures to assess and measure pain, pain experience, and interference of pain in everyday life;
- Identify how the social determinants of health impact client identified activity goals, and understand the importance of re-evaluating these goals on a short and long term basis;
- Describe the evidence behind pain assessment tools, intervention strategies, and outcome measures;
- Understand the prevention of pain problems in the home and workplace within a framework of health promotion and illness prevention; and,
- Describe the roles and responsibilities of other health care professionals in the area of pain management and the merits of interdisciplinary collaboration.

## **Competencies:**

- Demonstrate competence with the delivery of an intervention specific to pain management with a simulated patient
- Demonstrate competence with explaining and applying a physical agent modality to a simulated patient with pain

## **Course Structure:**

The format for instruction is one that combines lecture, discussion, case studies and group projects.

## **Evaluation Methods:**

### 1. Testing

Written Exams – 35%

There will be 1 quiz, a mid-term, and a final exam. If any student does not or cannot take the exams due to an emergency, then plans must be made at the discretion of the professor to complete all coursework within a specified time period. Quizzes will not be comprehensive. Each student must take all exams.

### 2. Written assignments: 15% each (total 45%)

1.) Creating Pain Handout for a Specific Population

2.) Complete an assigned case study and include in it how the person's age, sex/gender, family, culture, spirituality, the environment and social determinants of health contribute to the pain experience.

3.) Create a pain management lecture/presentation for a specific group of individuals across the lifespan

### 3. Competencies: 20%

1.) Provide an intervention to a simulated patient that addresses increased activity participation (activity pacing) for an individual with chronic pain.

2.) Provide a PAMS intervention to a simulated patient with chronic pain

### 3. Grading

The final course grade is a letter grade. The course will be based on the following:

Exams: 35% (quiz = 10 pts, mid-term = 10 points, final exam = 15 pts.)

Written Assignments: 45% (15% each)

Competencies: 20% (10% each)

Numeric and Letter Grade Translation (no rounding!)

A 93-100

A- 90-92

B+ 87-89

B 83-87

B- 80-82

C+ 77-79

C 73-76

F <73

#### Instructional Practices:

##### 1. Teaching Methods

- a. Lecture
- b. In class discussion
- c. Reading of text book
- d. Student self-study

##### 2. Teaching Aids

- a. White board
- b. Slides (Power Point)
- c. Video
- d. Guest practitioners

##### 3. Student Responsibilities

- a. Attention and active participation are required in all sessions. Each student is expected to prepare for the lecture by reading the required materials prior to that session.
- b. Any student having particular difficulty with material presented in this course should seek direction and/or assistance from the professor as soon as the difficulty is perceived.
- c. Each student is expected to act according to the guidelines of Professional Abilities set forth in the Occupational Therapy Doctorate Program Manual.

#### **4. Course Policies:**

For general Course Policies see the Occupational Therapy Doctorate Program Student Manual.

#### **5. UNLV Policies:**

#### **Public Health Directives**

[Face coverings are mandatory for all faculty and students in the classroom.](#) Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](#), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these

directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#),

[https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

## **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#), <https://www.unlv.edu/studentconduct/student-conduct>.

## **Auditing a Course**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

## **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

## Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

## Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

## Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

## Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

## **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

## **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

## **Rebelmail**

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

## **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website, https://www.unlv.edu/asc](https://www.unlv.edu/asc), or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

## **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center, https://writingcenter.unlv.edu/](https://writingcenter.unlv.edu/), located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

## **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic

information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

## 6. Required Textbooks:

Van Griensben, H., Strong, J., & Unruh, A. (2013). *Pain: A Textbook for Health Professionals*. 2<sup>nd</sup> Ed. Churchill Livingstone.

## 7. Recommended Readings, Textbooks:

to be assigned in class

U.S. Office of Special Education Programs. (n.d.) Intervention IDEAs for Infants, Toddlers, Children, and Youth Impacted by Opioids. Available at: <https://osepideasthatwork.org/sites/default/files/IDEAsIssBrief-Opioids-508.pdf>

Amorelli, C. (2016). Psychosocial occupational therapy interventions for substance use disorders: A narrative review. *Occupational Therapy in Mental Health*, 32(2), 167-184.

American Chronic Pain Assoc. (2018). *ACPA Resource Guide to Chronic Pain Management An Integrated Guide to Medical, Interventional, Behavioral, Pharmacologic and Rehabilitation Therapies*.

Substance Abuse and Mental Health Services Administration. *SAMHSA Opioid Overdose Prevention Toolkit*. HHS Publication No. (SMA) 18-4742. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2018.

U.S. Department of Health and Human Services. (2016). National pain strategy: A comprehensive population health-level strategy for pain. Retrieved from [https://iprcc.nih.gov/National\\_Pain\\_Strategy/NPS\\_Main.htm](https://iprcc.nih.gov/National_Pain_Strategy/NPS_Main.htm)

Department of Health and Human Services (2018). *Draft Report on Pain Management Best Practices: Updates, Gaps, Inconsistencies, and Recommendations*. Retrieved from <https://www.hhs.gov/ash/advisory-committees/pain/reports/2018-12-draft-report-on-updates-gaps-inconsistencies-recommendations/index.html>

IOM (Institute of Medicine). 2011. *Relieving Pain in America: A Blueprint for Transforming Prevention, Care, Education, and Research*. Washington, DC: The National Academies Press.

## 8. Course Schedule:

Week/Module	Topic	Readings	Assignments
Week 1/ Module 1	Intro to Pain & Social Determinants of Pain	Text, Ch. 1-3	Self-Assessment of Pain Attitudes
Week 2 / Module 2	Psychology & Neuro-physiology of Pain	Text, Ch. 4-6	
Week 3 / Module 3	Assessment of Pain – Adults/Older Adults	Text, Ch. 7, 19	Administer assessments to peers
Week 4 / Module 4	Assessment of Pain – Children & Youth	Text, 18	Administer assessments to peers
Week 5 / Module 5	Psychological Interventions for Pain Referring Clients to Specialists	Text, Ch. 8 - 9	<b>Quiz # 1</b> Pain Catastrophizing Scale
Week 6 / Module 6	Pain pharmacology, Neuropathic pain/CPRS	Text, Ch. 10-11	Opioid Use Assessments
Week 7 Module 7	Exercise and manual therapy for pain	Text, Ch. 12-13	<b>MID-TERM EXAM</b>
Week 8 / Module 8	PAMS for Pain	Text, Ch. 15, 26	Competency: PAMS
Week 9 / Module 9	Cancer Pain Creating handouts I	Text, Ch. 20, 23	<b>Activity Pacing Paper Due</b>
Week 10 / Module 10	Chronic Spinal Pain Creating Handouts II	Text, Ch. 21, 25	
Week 11 / Module 11	Mindfulness-based Interventions for Pain		<b>Patient Ed Handout Due</b>
Week 12 / Module 12	Guided Imagery for Pain		<b>Case Study Due</b>
Week 13 / Module 13	Managing Chronic Pain		<b>FINAL EXAM</b>
Week 14 / Module 14	Case Study/Competency Assessment		Competency: Pain Assessment

### Assignment # 1: Creating Pain Handout for a Specific Population

Using the principles learned in the Teaching & Learning I course, identify a particular patient group (i.e., school-age children with cancer pain, adolescents with migraine headaches, older adults with rheumatoid arthritis, young adults with fibromyalgia) and create a handout focusing on physical agent modalities that address pain management. Addresses ACOTE Standard B.4.17

## Assignment # 2. Case Study

Students will be given a case study to analyze. Include in it how the person's age, sex/gender, family, culture, work, leisure interests, spirituality, social network, the environment, and social determinants of health contribute to the pain experience. Complete an occupational profile and then identify 2-3 long- and short-term goals for the individual along with treatment activities for the first three sessions. Include referral to appropriate specialists and/or other service providers. Addresses ACOTE Standard B.4.26.

## OCT 751 Assignment # 3

Create a 10–15 ~~pain~~ management lecture/presentation for a specific group of individuals across the lifespan. This should include a power point ~~and handout~~ providing education on a particular occupational therapy intervention that addresses a pain management strategy/principle. This addresses ACOTE Standard 4.22.

**12/27/19; 9/28/21**