



COURSE SYLLABUS

Advanced Pain Assessment and Management

January 2024

Course Format: eLearning and videoconference

Course Facilitator: Cathy Kiteley

Contact Information: Ckiteley@aol.com

A. COURSE DESCRIPTION

This course will focus on the fundamental principles of cancer pain assessment and management. It includes modules on the pathophysiology of cancer pain, cancer pain assessment, cancer pain syndromes, pharmacological and non-pharmacological management of pain, and patient education. The overall goal of this course is to enhance your knowledge, skill and judgment at an advanced level.

Domain of Practice Treatment and Delivery of Evidence Based Care

Learning Hours 24 hours

de Souza Credit 0.5 credit

B. COURSE OBJECTIVES

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

- Explain cancer pain etiology and pathophysiology.
- Use 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.
- Provide support and interventions to address the multi-dimensional impact of pain.
- Explain the selection of analgesic medications based on the WHO ladder and the effective use of opioids and co-analgesics.
- Demonstrate knowledge of non-pharmacological interventions in managing cancer pain.
- Describe the management of intractable pain.

C. MODE OF LEARNING

This course consists of **eLearning** and a half-day **videoconference** session.

eLearning

This course is mainly self-directed. The eLearning environment allows you to progress through the sections at a convenient time each week, either at home or at work. The course timeline (*page 6*) outlines your required eLearning work each week. Set aside at least 3 hours each week to complete each section. You can choose to complete the required readings and modules ahead of the course timeline, but you must participate in each weekly collaboration forum within the assigned week (*refer to timeline- page 6*).

Your eLearning work will include:

- Required readings.
- Weekly modules with application exercises.
- Weekly *Collaboration Forum* assignments.
- A *Case Study* group discussion forum.
- An *Opioid Calculation Quiz*.

The **collaboration forums** depend on your active participation. Online discussions will enhance your learning and understanding. You have the opportunity to share experiences, ideas, or resources from your clinical practice with the other nurses in the course.

Technical support for the eLearning centre is available throughout the course (*see page 8*).

Videoconference

This course includes a half-day case study session, via videoconference. You will be placed into groups of 3-5 within the first 2 weeks of the course. Each group will prepare a slide presentation explaining their assigned case-study. On the presentation day, you will be able to interact with the other groups through the videoconferencing system.

The videoconference will occur in the eighth week of the course. You can participate using your own computer (from any location).

D. MODES OF EVALUATION

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

- **Participant Baseline Survey:** This survey assesses your knowledge, attitude, and confidence levels before you begin the course.
- **eLearning modules & required readings:** You must complete all course modules and required readings.
- **Collaboration Forum questions:** You will demonstrate your learning through the weekly collaboration forum discussions.
- **Opioid Calculation Quiz:** This quiz will test your ability to calculate opioid conversion and rotation using an equianalgesic table.
- **Videoconference:** You are required to attend and actively participate in the entire 4-hour case study session.
- **Course Evaluation:** At the end of the course, you will be required to complete a post course evaluation. The course evaluation is available in the eLearning Centre.

Your course activity completion will be reflected in your “grade book”. 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. Your certificate of completion will be available two weeks after the closing of the online course.

Online Collaboration Forums

The weekly Collaboration Forums provide you with the opportunity to share ideas and clarify your understanding of course content and readings.

Each discussion forum will function the same way. You will post your answers to each of the weekly questions and respond to **two** of your colleagues’ posts. Your postings will be graded. In order to pass the discussion forum, you must obtain a minimum of 11 out of 15 for each discussion week. Refer to **Appendix A: Discussion Forum Grading Rubric** on page 9.

Although your posting should fully articulate your thoughts on a given topic, it should also be concise. Keep your posting fewer than 400 words. Try to avoid repetitive messages like "I agree with your posting" unless you are following with additional information, new ideas, or issues. Do not 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.

E. COURSE GRADING RUBRIC

Assignment	% of Final Grade
<p>Course Modules & Required Readings You must complete all course modules & required readings.</p>	-
<p>Forum Postings Posting in 6 Collaboration Forums:</p> <ul style="list-style-type: none"> • Section 1 forum – 5% • Section 2 forum – 5% • Section 3 forum – 10% • Section 5 forum – 10% • Section 6 forum – 10% • Section 7 forum – 10% <p>See <i>Appendix A: Discussion Forum Grading Rubric</i> on page 9.</p>	50%
<p>Section 4: Opioid Calculation quiz</p>	20%
<p>Case Study Presentation Group case study presentation via videoconference</p>	30%
<p>The passing grade for this course is 75%.</p>	

F. COURSE TIMELINE

Week 1	<ul style="list-style-type: none"> • Learning agreement • Baseline survey • Participant Introductions Forum • Module 01: Pathophysiology of Cancer Pain • Section 01: Collaboration Forum
Week 2	<ul style="list-style-type: none"> • Module 02: The Assessment of Cancer Pain • Module 02: Collaboration Forum Questions
Week 3	<ul style="list-style-type: none"> • Module 03: Cancer Pain Syndromes • Section 03: Collaboration Forum • Review your group's Case Study
Week 4	<ul style="list-style-type: none"> • Module 04: Pharmacological Management of Pain • Opioid Calculation Forum • Opioid Calculations Quiz • Practice Questions: Calculating Breakthrough Doses
Week 5	<ul style="list-style-type: none"> • Module 05a: Management of Neuropathic Pain and Bone Pain • Module 05b: Universal Precautions and Opioid Risk • Section 05: Collaboration Forum
Week 6	<ul style="list-style-type: none"> • Module 06: Management of Intractable Pain • Section 06: Collaboration Forum
Week 7	<ul style="list-style-type: none"> • Module 07: Non-pharmacological Interventions & Patient Education • Section 07: Collaboration Forum
Week 8	<ul style="list-style-type: none"> • Submission of group case study slides by: TBD • Videoconference session: TBD • Final Evaluation: Course-evaluation

G. FACILITATOR AVAILABILITY

The facilitator will guide the online discussion, lead the videoconference session, and will be available for questions throughout the course. The facilitator will provide your final grade.

Course Facilitator: Cathy Kiteley

Contact Information: Ckiteley@aol.com

The facilitator will respond to your emails within 24 - 48 hours.

Technical support is available by contacting support@desouzainstitute.com

H. FACILITATOR'S BIOGRAPHY

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.

I. SOCIAL FORUM

In the eLearning centre there is a Social Forum where you'll be able to post news, items of general interest, share information about yourselves and raise topics of interest beyond the specific questions being discussed in the graded collaboration forums. The Social Forum is open to all course participants, including the facilitator.

J. VIRTUAL LIBRARY

The de Souza Institute has a **Virtual Library** that you will be able to access while you are registered in a course.

This invaluable resource enables you to access over 1500 e-Journals, 200 e-books and 8 on-line databases such as CINHALL or Ovid-Medline. You will 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.

<http://library.desouzainstitute.com/>

K. 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](#). The eLearning Centre Orientation will introduce you to online learning and help you understand how to navigate through the de Souza Institute eLearning centre and courses.

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. If you have questions or have any general technical difficulties please contact support@desouzainstitute.com.

L. POLICIES AND PROCEDURES

[Academic Honesty and Copyright Policy](#)

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

[Request for Accommodation 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
Timely collaborative forum discussion contributions	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
Able to identify key concepts	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
Demonstrates comprehension of concepts in various contexts	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 holistic patient-centred approach (where applicable)	Provides example(s) of application in practice and describes a holistic patient-centred approach including analysis (where applicable)
Knowledge integration through critical thinking and/or reflection	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
Integration of a collaborative approach in addressing key issues	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**