

PHR 283U Topics in pain management and palliative care (UIs 60500 (A), 60505 (EP), 60510 (SA), 60515 (V))

Spring 2012, Fridays as below from 1:00 – 2:50 pm, PHR 4.114

Course Coordinator: Scott Strassels, PharmD, PhD, BCPS

Office: College of Pharmacy, 3.208D

Contact: Telephone: 512-471-5657
Email: scotts@austin.utexas.edu

Course Faculty:	Jennifer Bolen, JD	jbolen@legalsideofpain.com
	Larry Driver, MD	ldriver@mdanderson.org
	Leigh Fredholm, MD	lfredholm@hospiceaustin.org
	Jon Herrington, PharmD	jherrington@swmail.sw.org
	Barbara Jones, PhD	barbarajones@mail.utexas.edu
	Bill Nemeth, MD	wnemeth@austin.rr.com
	Helen Petty	hpetty@arthritis.org
	Thuy Nguyen, PharmD	tnnguyen1@seton.org
	Suzanne Novak, MD, PhD	snovak@mail.utexas.edu
	Debbie Volker, RN, PhD	dvolker@mail.nur.utexas.edu

Office hours for all faculty: **Please call or email to make appointment**

Course description

Purpose: Pain is suboptimally treated for many people throughout the world. The purpose of this class is to provide a foundation to help students become equipped to provide appropriate pharmacotherapeutic and other care for persons with pain or at the end of life.

Prerequisites: Instructor approval, open to pharmacy, medicine, nursing, and social work students with advanced standing.

Academic learning goals:

1. Compare and contrast commonly used pain and addiction-related terminology
2. Summarize data pertaining to epidemiologic, economic, and patient-reported outcomes of pain, and barriers to appropriate pain management
3. Describe issues related to pain management and end of life care encountered in different settings, including, but not limited to acute, cancer-related, and chronic pain, persons with substance abuse problems, adults and children at the end of life, ethical issues such as assistance in dying, use of alternative and complementary medicine.
4. Describe medicolegal issues pertaining to care of persons with pain.

Class schedule

2012 PHR 283U Schedule		
Date	Speaker	Topic
1/20	Scott Strassels	Intro/Assessment
1/27	Scott Strassels	Acute pain
2/3	Suzanne Novak	Chronic pain
2/10	Jon Herrington	Cancer pain
2/10	First paper due	
2/17	Jennifer Bolen	Medicolegal issues
2/24	Helen Petty	Chronic pain
3/2	Thuy Nguyen	Neonatal pain
3/9	No Class – Spring Break	
3/9	Second paper due	
3/16	No Class – Spring Break	
3/23	Debbie Volker	Assistance in dying
3/30	Leigh Fredholm	Adult hospice
4/6	Larry Driver	Cancer pain and symptom management: The whole must be greater than the sum of its parts; End-of-life whole-patient care: Issues and questions
4/6	3 rd paper due	
4/13	Craig Hurwitz/Barbara Jones	Pediatric palliative care
4/20	Knox Todd	Pain management in the ED
4/27	Rene Garza	Pain management in the community
5/4	Bill Nemeth	Pain in substance abuse
5/4	Fourth paper due	

Please note that this syllabus, guest speakers, course schedule, and topics are subject to change.

Assignments, assessment, and evaluation:

Assignments: For this class, each of you will be required to write four papers, 4-5 pages long reflecting on some pain-related topic or speaker's presentation. Each paper must be double-spaced, with 1" margins all around, and using Times New Roman, Courier New, or Arial fonts, with font size no less than 11-point. Please submit these papers electronically.

One of those papers (to be due no later than 2/10/12) will address a pain- or palliative care-related experience you've had, and what you hope to gain from this class. The case discussion should include a description of:

- Clinical features of the case (What happened?)
- How the patient's pain was being treated
- What, if any, problems in the patient's care did you observe? Did you observe any barriers to appropriate pain management in this experience? Include

comorbid conditions, psychosocial aspects of patient care you may know about, and how healthcare providers cared for the individual. Be specific, but PLEASE BE SURE NOT TO IDENTIFY THE PERSON!

The specific topics for each of the other papers may be chosen from one of the topics presented in class during the prior month. For example, possible topics for the second paper include adult hospice, chronic pain from the patient's perspective, alternative and complementary medicine, or Wit or My Left Hand (the movie(s) shown in class). If you have any questions about the topic, please come talk to me (or email for those of you in other cities).

In each of these papers, the expectation is that you will address some facet of the topic and reflect on a pain or palliative care issue of importance in that topic. You should write as though you will submit the paper to a newspaper as an opinion-editorial article, a letter to the editor of a biomedical journal, or to a professional colleague. As part of your reflection on the topic, you should be looking for articles in newspapers and magazines, the professional biomedical literature, and other reasonable resources that help you explore your topic more closely. Be sure to reference ALL material that is not original from you.

Assessment: Papers

Each paper will be equally weighted and graded on a 0 – 9 scale, according to the following rubric:

	3 – Excellent	2 – Very Good	1 – Fair	0 – Unacceptable
Depth (67%)	(Reconstructing) The student exhibits a high level of abstract thinking, formulates a personal theory or original conclusion, explains plans for further learning as a result of the personal significance of the assignment, and/or connects the experience to professional outcomes.	(Reasoning) The student demonstrates a deeper understanding of the purpose of the assignment. He/she explores or analyzes the experience and/or presents personal questions, answers, alternatives, or speculations.	(Relating) The student relates the assignment to a prior or current experience. He/she identifies a strength, an area of improvement, a mistake made, and/or a lesson learned	(Responding) The student describes or retells what happened while writing with little additional insight. He/she makes an observation or judgment about the assignment without explaining the significance of the observation or detailing the reasons for the judgment.
Grammar, Spelling, Punctuation, and Language Use (33%)	The paper is well-written, clear, and easy to understand.	The paper has just a few errors and/or word choice and style could be improved somewhat.	The paper contains errors and/or incorporates a writing style that distracts the reader from the content and purpose of the assignment.	The paper contains many errors that make it difficult to understand. Thorough revisions are recommended.

Papers not received by 11:59 pm on 5/4/12 will result in a 1-grade penalty for each missing paper (1 missing paper = A to B, 2 missing papers = A to C, and so on).

References must be included as appropriate (if it isn't original to you, it MUST be referenced), and must follow the Uniform Requirements for manuscripts submitted to biomedical journals: writing and editing for biomedical publication (American Medical Association, 10th edition, 2007; www.icmje.org).

Attendance

Please make every effort to be in class on time and to stay for the entire time. We have a lot of guest speakers who are going out of their way to be with us. Having said that, I understand that we're all grownups and that sometimes people get sick and unavoidable things happen. If you know you are going to be late or miss class, please let me know as soon as possible. Additionally, as a middle ground, everyone in the class has two freebies to miss class for any reason. After those are used, however, each additional absence will result in a full-grade decrease (A to B, B to C, and so on).

By the way: **PLEASE DO NOT COME TO CLASS IF YOU ARE ILL!**

Class participation

A lively dialogue helps make class more interesting and an all-around better learning experience for everyone. To that end, class participation will be part of the grade for the class, as follows:

- You are present: 1 point per class
- You are prepared and take part in the conversation (without dominating), with on-topic comments and thoughtful questions that make a positive contribution to the discussion: up to 4 points per class

Professionalism (10% of course total), distributed at the end of the course: Professionalism comprises several important traits, particularly collegiality and participation.

1. Collegiality refers to

- a. collaborative interaction with your instructor and peers,
- b. constructive conversation with your peers, and
- c. mature, respectful attitude and behavior overall.

2. Participation refers to

- a. consistent involvement in all aspects of class,
- b. meaningful oral and written contributions to examination of course concepts, and
- c. insightful investigation, asking questions as necessary for clarification and edification.

3. Both of the above aspects require regular discussion and attendance. (See attendance policy below.)

4. Aside from the above aspects, the main questions I ask myself regarding your professionalism grade are whether or not I would write a letter of recommendation or be willing to serve as a reference for you at the end of class. Hence this part of the grade is meant to remind you that your performance here has ramifications beyond the classroom.

Grading

Participation	65 points possible
Papers	36 points possible
Total:	88 points possible

Weighting is as follows: participation 30%, papers 70%

The grading will follow a 10% scale:

A:	90.0 - 100
B:	80.0 - 89.9
C:	70.0 – 79.9
D:	60.0 – 69.9
F:	59.9 or lower

Scores will be rounded to the nearest 0.1.

Materials

1. Class notes are necessary and will be posted on Blackboard or handed out at start of each class. You are responsible for making sure you have checked Blackboard for class materials.
2. Other materials and readings as assigned by instructors will be handed out in class, sent by email, or on Blackboard. PLEASE CHECK YOUR EMAIL OFTEN!

As health care professionals, it is critically important that we keep up with the biomedical literature and current events. To this end, please be on the lookout for peer-reviewed papers, as well as articles in newspapers, magazines, blogs, web resources, and so on.

Electronic tables of contents (and often content itself) is readily available and typically at no charge. I find these resources particularly useful:

Annals of Internal Medicine

BMJ

JAMA

Lancet

New England Journal of Medicine

Various pain-related journals, including the Journal of Pain and Symptom Management, the Journal of Pain, and Pain.

New York Times

Wall Street Journal
Washington Post
The Economist

DrugMonkey (scienceblogs.com/drugmonkey; not drugmonkey.blogspot.com, which is also interesting, but for different reasons)

Hyperbole and a half (this entry in particular: hyperboleanda-half.blogspot.com.2010/02/boyfriend-doesnt-have-ebola-probably.html.)

You are not required to subscribe to any of these resources, though there are often (substantial) student discounts. If there is enough demand for any of these, I will look into a class discount as well.

Disability Statement

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>

Class Recordings

If videorecordings of a class are made available by the College of Pharmacy, they are intended solely for the purpose of review by student currently enrolled in that class. Faculty and students utilizing class videorecordings should be careful to not compromise the privacy of either themselves or other users (<http://registrar.utexas.edu/students/records/ferpa>), or the rights of the presenter. Students are free to make their own recordings of lectures unless specifically prohibited from doing so by the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording.

Academic honesty

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

- Explanation or example of what constitutes plagiarism
- See the following websites for more information:

<http://www.lib.utexas.edu/services/instruction/faculty/plagiarism/preventing.html>

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism>

Web Resources:

1. Blackboard web site

- The **official Blackboard® web site** for this course can be accessed either through UTDirect or via <http://courses.utexas.edu>. Either access point is UTEID-protected, and provides you links to the courses in which you are currently enrolled. You are strongly encouraged to visit this

site for additional resources associated with this course (your grades, electronic quizzes, power point presentation, previous exams, the discussion board, contacting faculty by Email, electronic versions of suggested and **required** readings and hyperlinks).

- The website will also be used for official, course-related announcements and for the exchange of class information and questions via the discussion board. Be aware that any messages posted to the discussion board are available to all enrolled students and faculty.
- You may also contact faculty members directly via **phone or email**.

In this class I use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

2. **Podcast and video-streamed recordings** of lectures are intended to facilitate learning for those students who find this type of supplementation useful; they are *not* a substitute for attending class.

- You're expected to attend all scheduled lectures.
- If an individual faculty member chooses to *not* make his/her lectures available by videotape and/or video streaming, it is that faculty member's responsibility to so inform you. Viewing video-streamed recordings of lectures is primarily intended for on-campus computer facilities (e.g., LRC Library, 3.116 computer lab, or other computer facilities available on your specific campus). However, it should be possible to view the streaming video off-campus using RoadRunner® or DSL broadband connections.
- Your faculty are not in a position to troubleshoot your video-streaming problems, so please *do not ask them to do so*; rather, you should access the LRC website at <http://www.utexas.edu/pharmacy/resources/lrc> to address those problems. Any other questions should be directed to the LRC at fudell@mail.utexas.edu.

Feedback statement

During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including through anonymous surveys about how my teaching strategies are helping or hindering your learning. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

Important Dates (2012)

- Last day of the official add/drop period (Spring 2012 = January 20)
- Last day to drop a class without possible academic penalty. (Spring 2012 = February 13)

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the

building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office