






CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Collaborative Approaches to Effective Pain Management				
Module Code	UZTRWH-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing (Adult) Graduate Diploma in Adult Nursing				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	N/A	
Valid From	September 2016		Valid to	September 2019	

CAP Approval Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the evidence and principles that underpin effective pain management in adults (Component A).</li> <li>2. Explore how pain needs can be assessed, and holistic and collaborative care be planned, delivered and evaluated across a range of settings. (Component A).</li> <li>3. Examine effective inter-professional communication and collaboration processes within pain management interventions (Component A).</li> <li>4. Explore the central role of the nurse in managing pain and enhancing quality of life by meeting client's physical, psychological, social and spiritual needs. (Component A).</li> <li>5. Evaluate the appropriate legal, ethical and cultural frameworks within which pain management is provided for adults (Component A).</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• <b>Physiology and pharmacology of pain:</b> pain pathways; perception and modulation; development of chronicity; pharmacodynamics and pharmacokinetics; non pharmacological interventions.</li> <li>• <b>Psychological aspects of pain responses:</b> assessment methods; predicting outcomes; cognitive-behavioural interventions.</li> <li>• <b>Social and cultural impact of pain:</b> influences that impact on individuals and others experience of pain; societal and economic consequences.</li> <li>• <b>Prevention initiatives:</b> explore and identify those at risk; potentially negative sequelae of pain; prevention strategies.</li> <li>• <b>Pain management approaches:</b> multi-dimensional assessment approaches,</li> </ul>

	<p>application and evaluation of a variety of approaches to managing pain.</p> <ul style="list-style-type: none"> <li>• <b>Inter-professional working:</b> collaborative partnerships: innovation and change in understanding, developing and promoting local, national and international standards for the management of pain.</li> <li>• <b>Evaluating methods for treating pain:</b> quality initiatives; auditing techniques; measuring outcomes; development of effective pain services</li> <li>• <b>Evaluation and research utilisation:</b> the critical review of research, evaluation and audit findings to promote evidence-based pain management practice.</li> </ul>																																								
Contact Hours	A total of 30 hours in the form of seminars and online activities																																								
Teaching and Learning Methods	<p>A variety of teaching methods will be used to facilitate learning in this Module including:</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Workshops</li> <li>• Presentations</li> <li>• Directed and independent learning</li> <li>• Case study discussion through action learning sets</li> </ul> <p>The approach for this module is based upon the model of adult education. Teaching strategies that value student's previous learning and placement experiences are applied throughout the module.</p> <p>The module will be structured around facilitated seminars which will provide opportunities to share experience and consolidate learning.</p>																																								
Key Information Sets Information	<table border="1" data-bbox="459 987 1369 1370"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>150</td> <td>30</td> <td>120</td> <td></td> <td>150</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> Written assignment or essay</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 1682 1262 1912"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	30	120		150																				Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p><b>Core reading</b></p> <p>The texts in <b>BOLD</b> type in the reading list indicate those which provide an essential grounding in the subject. Students are expected to read one of these in preparation for</p>																																								

and whilst studying the Module. They are available through the UWE Library either as hard copy or electronic version (e-book).

#### **Further reading**

Other references in the reading list are suggested as they cover one or more aspects of the Module in more depth. These are also available through the Library. Students are encouraged to read widely around the subject, beyond the tests listed, using a variety of bibliographic and full text databases, and Internet resources via the UWE Library. Many resources can be accessed remotely through external access whilst off-campus.

#### **Access and skills support**

The development of literature searching skills is supported by a Library seminar provided for Level three student. Additional ad-hoc support is available through the Library Services web pages. This includes interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

#### Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages.

Allen M., Macleod T., Zwicker B., Chiarot M. and Critchley C. (2011) Interprofessional Education in chronic non-cancer pain. *Journal of Interprofessional Care: Vol. 25 (3) 221-222*

**British Pain Society (2015) Core Standards for Pain Management Services in the UK. London : British Pain Society**

Carr E. (2012) Educating nurses about pain. Revolution not evolution is required. *Journal of Research in Nursing: Vol. 17 (4) 315-316*

**Carr E., Layzell M. and Christensen M. (2010) Advancing Nursing Practice in Pain Management Chichester : Wiley Blackwell**

Carr E., Meredith P., Chumbley G., Killen R., Prytherch D. and Smith G. (2014) Pain: A quality of care issue during patient admission to hospital. *Journal of Advanced Nursing: Vol. 70 (6) 1391-1403*

Hayes K. and Gordon D. (2015) Delivering Quality Pain Management: The Challenge for Nurses. *AORN Journal: Vol. 101 (3) 327-337*

Irajpour A. (2006) Interprofessional Education: A facilitator to enhance pain management? *Journal of Interprofessional Care: Vol. 20 (6) 139-149*

Karagyri D. (2012) Interprofessional pain learning and working: different perspectives. *British Journal of Pain: Vol. 6 (2) 66-69*

**Mann C. and Carr E. (2009) Pain: Creative Approaches to Effective Management Basingstoke : Palgrave Macmillan**

Parsons G. (2012) Pain Prevalence at a Swedish university hospital: 65% of in-patients reported pain in the last 24hrs. *Evidence based nursing: Vol. 15 (2) 40-42*

**Parsons G. and Preece W. (2010) Managing Pain: A Guide for Nurses and Allied Health Professionals Maidenhead : Open University Press**

Perreault K., Dionne C., Rossignol M. and Morin D. (2014) Interprofessional practices of physiotherapists working with adults with low back pain in Quebec's private sector: results of a qualitative study. *BMC Musculoskeletal Disorders: Vol. 15 (1) 160-165*

Royal College of Nursing (2015) *Pain Knowledge and Skills Framework for the Nursing Team*. London : Royal College of Nursing

Watt-Watson J., Siddall P. and Carr E. (2012) Interprofessional pain education: the road to successful pain management outcomes. *Pain Management: Vol. 2 (5) 417*

### Part 3: Assessment

Assessment Strategy	A reflective essay / case study analysing the effectiveness of pain management interventions to a client the student has cared for (2000 words). (Component A)
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.2000 word assignment	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 2000 word assignment	100

If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.