Health Sciences 3X03  
_Pain: Perceptions, Mechanisms and Management_  
Winter Term 2017-18

**INSTRUCTOR**  
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**CLASSES**  
Thursdays 11:30 am – 2:20 pm  
General Sciences Building, room 101  
(building 22, across from the Phoenix...)

**COURSE DESCRIPTION**  
Pain is commonly associated with injury or disease and is the most common reason for consultation with a physician. It is subjective and can be difficult to quantify and characterize. There is a vast array of pain management options, each associated with risks and benefits. The purpose of this course is to provide an introduction to perceptions, mechanisms and management of pain with a holistic and interdisciplinary approach.

**COURSE OBJECTIVES**

1. To develop an understanding of theories and mechanisms of pain.
2. To gain an appreciation for the wide range of pain management techniques, including interdisciplinary approaches, and the associated risks/benefits.
3. To gain an appreciation for what it means to live with pain, including the psychosocial context.
4. To work collaboratively with peers and utilize community resources in learning.

**METHODS AND EVALUATION**  
Students will create a _learning contract_ (LC) which will outline their proposed learning goals, plan, and evaluation based on both individual and group interests and learning styles. The LC must take into consideration the course objectives, include required components and be approved by the instructor. Creation of the LC is a process and each student will likely go through several drafts. Active participation in learning is expected.

**Guidelines:**

- Guest speakers/content experts will be invited to share their expertise and perspectives on pain related topics throughout the term; attendance and participation is expected.
- Students will work in groups to plan and facilitate _learning and discussion sessions_ for the class; topics to be determined.
- Students will complete _integration reflections_ (journals) to allow them to integrate their learning and are expected to participate in online discussion (students may decide how to include these in their learning contract).
- Students will complete a group project on a topic related to pain (as determined by the group) that will allow for an in-depth exploration of some aspect of pain.
• Methods of learning may include (but are not limited to) experiential learning activities (e.g. observing in local clinics or with local community groups), interviewing experts, research papers, creation of public/patient education materials, creative works, facilitating class sessions, attending pain rounds, etc.
• Self-evaluation and peer-evaluation not to exceed more than 20% of final grade
• Any course related activities that take a student off campus are subject to approval; completion of appropriate training, field trip forms and waivers required by McMaster University, B.H.Sc. Program or the institution/organization where you will be completing the activity must be completed in advance.

REQUIRED COMPONENTS

Learning & Discussion Sessions (L&Ds) (20%)
• Students will work in groups to plan, lead, and facilitate learning and discussion sessions throughout the term; topics will be determined by the class/group. Expectations and evaluation criteria to be determined as a class. L&Ds will count for 20% of the final grade.

Group Project (30%)
• The group project will allow further exploration of pain-related topics (30%). This project can take many different formats, and will be decided by the group. Expectations and evaluation criteria to be determined by each group. Group project will count for 30% of the final grade.

Integration Reflections (up to 40%)
• Students will complete a minimum of 5 reflections which will allow them to integrate learning. These reflections are mandatory; however, each student can determine (individually) the format, timeline, and evaluation criteria for this component. Integration reflections will count for a maximum of 40% of the final grade.

Online discussions (up to 40%)
• Students will have the opportunity to participate in an online discussion board; this space will allow for the sharing of “signals” or pieces of information related to “pain” and allow an opportunity to consider, discuss and ask questions about current pain related topics. Discussion may be an extension of discussions or topics from class or may be new/unrelated. Students can determine individually how much of the final grade they would like this component to count towards and how it will be evaluated. Online discussions will count for a maximum of 40% of the final grade.
COURSE SCHEDULE
The schedule for the term, including due dates and in-class activities will be determined through discussion and collaboration between the students and the instructor. Specific dates may be set aside for pre-planned activities including guest speakers; please see below for a rough outline.

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>04-Jan-18</td>
<td>1</td>
<td>Course introduction</td>
</tr>
<tr>
<td>11-Jan-18</td>
<td>2</td>
<td>Vikas Parihar – Clinical Pharmacist, Michael G. DeGroote Adult Pain Clinic</td>
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<tr>
<td>18-Jan-18</td>
<td>3</td>
<td>Adria Fransson – Physiotherapist (1:00-2:00 pm)</td>
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<tr>
<td>25-Jan-18</td>
<td>4</td>
<td>Lynn Cooper – patient perspective on chronic pain (11:30-12:30)</td>
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<tr>
<td>01-Feb-18</td>
<td>5</td>
<td>No class</td>
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<tr>
<td>08-Feb-18</td>
<td>6</td>
<td>No class</td>
</tr>
<tr>
<td>15-Feb-18</td>
<td>7</td>
<td>No class</td>
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<tr>
<td>mid-term recess</td>
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<td>No class</td>
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<tr>
<td>01-Mar-18</td>
<td>8</td>
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<tr>
<td>08-Mar-18</td>
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<tr>
<td>15-Mar-18</td>
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<tr>
<td>22-Mar-18</td>
<td>11</td>
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<tr>
<td>29-Mar-18</td>
<td>12</td>
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<tr>
<td>05-Apr-18</td>
<td>13</td>
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SKILL SET
Students will be expected to practice and continue to grow in the following skill areas:

Personal Awareness
- The ability to understand yourself and how your behaviour impacts others.
- Self-organization (achieving personal effectiveness, being emotionally present, achieving balance, determining a sense of self, setting priorities, staying on track, and managing time).

Problem Identification
- The ability to ask and refine questions.

Problem Solving
- The ability to determine what needs to be learned in order to answer questions, identify appropriate resources for learning, and to use them effectively:
  - Information literacy skills (being conscious of the research process as it takes place).
  - Identifying sources of information (in the library collection, on the web, from experts, etc.).
  - Evaluating information content and context.
  - Using information appropriately to answer a question.
  - Reflecting on and evaluating the research process.
  - Constructing and deconstructing knowledge.
Professional Communication
- The ability to communicate effectively and appropriately with others:
  - Verbal, nonverbal and written.
  - Peers, faculty, staff, parents, community members, etc.

Peer Collaboration
- The ability to work effectively with others:
  - Working with another person and a group.
  - Identifying individual and group strengths and weaknesses.
  - Dividing responsibility.
  - Following through.
  - Teaching each other and learning from each other.
  - Giving and receiving constructive feedback.
  - Dealing with conflict.

Personal/Peer Evaluation
- The ability to evaluate strengths and weaknesses of self and others (formally, informally and often).

GRADING
We reserve the right to alter weights in any category without eliminating any of the above. Conversion from percentages to letter grades will follow the standard McMaster grading format (please see the Table below). All percentage grades within 0.5% of the next letter grade will be reviewed (although rounding is not guaranteed).

<table>
<thead>
<tr>
<th>%</th>
<th>Letter</th>
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<th>Letter</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>77-79</td>
<td>B+</td>
<td>67-69</td>
<td>C+</td>
<td>57-59</td>
<td>D+</td>
<td>0-49</td>
<td>F</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>73-76</td>
<td>B</td>
<td>63-66</td>
<td>C</td>
<td>53-56</td>
<td>D</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>70-72</td>
<td>B-</td>
<td>60-62</td>
<td>C-</td>
<td>50-52</td>
<td>D-</td>
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WRITTEN WORK AND REFERENCING STYLE
All written work will be marked on grammar, spelling (Canadian), clarity of writing and organization, as well as content and analysis. All written work must be properly referenced. Please use the PAIN referencing style, as defined by the International Association for the Study of Pain. This is a modified Vancouver referencing style, with citation of literature in the text using non-superscripted numbers in square brackets that correspond to an numbered reference list.

ACADEMIC INTEGRITY
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results, or could result, in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on course work, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic
dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at http://www.mcmaster.ca/academicintegrity. The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

COURSE COMMUNICATION AND MODIFICATIONS TO COURSE OUTLINE

In this course we will be using LearnLink. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

The Instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and LearnLink account during the term and to note any changes. Please note that all emails sent to the course instructor must originate from your official McMaster University or LearnLink email account.

ASSIGNMENT DEADLINES AND MISSED OR LATE WORK

Students are expected to hand in all assignments on the specified due dates (as per the student learning contract). Late submissions will be subject to a penalty of 20% per day (including weekends) unless alternate arrangements have been made in advance. Assignments submitted after the specified time on the due date will be counted as one day late.

MCMASTER STUDENT ABSENCE FORM (MSAF)

This is an online, self-reporting tool for students to report absences due to minor medical situations that last up to 3 days and to request accommodation for any missed academic work that is worth less than 25% of the final grade. It is the prerogative of the Instructor to determine the appropriate relief for missed term work. You may submit a maximum of one request per term. The form should be filled out when you are ready to return to class after your absence. It is your responsibility to follow up with your instructor within 2 working days about the nature of the accommodation. If you are absent for more than 3 days, have missed academic work worth 25% or more, or exceed one request per term, you must see someone in your program office.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students who require academic accommodation must contact Student Accessibility Services (http://sas.mcmaster.ca/) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be
contacted by phone x28652 or email sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

SUSTAINABILITY AND WRITTEN WORK
The written work submission guidelines for this course have been chosen to support the more sustainable use of paper, energy, and toner. Four levels of criteria have been developed by the Office of Sustainability and encouraged for adoption by professors and faculties. The submission guidelines for this course meet the Platinum standard. All written work must be submitted in the following format: reduced line spacing, sans-serif font, and online submission and return. For more information about criteria for sustainable written work submissions, visit the Office of Sustainability website: www.mcmaster.ca/sustainability.

USE OF COURSE MATERIAL
Course materials provided by the instructor are for use by students registered in this class only. Under no circumstances are these materials to be shared, posted or sold to a third party without permission from the instructor. This includes, but is not limited to, online posting of instructor provided lecture notes, online lectures, recordings of lectures, or any course materials on a website other than the LearnLink conference designed for this course.