4C/ID in a Chronic Pain Assessment Skills Training:

an example of a course blueprint

Astrid Pratidina Susilo

Disclaimer

This course blueprint was

- Modified from a thesis for Anesthesiology and Intensive Care study
- Based on the context of the undergraduate curriculum of FMUI
- Simplified and adjusted for the educational purpose for this webinar

Time to Flip the Pain Curriculum?

Daniel B. Carr, M.D., Ylisabyth S. Bradshaw, D.O.

"We believe ... that the now-standard approach to pain education, which begins with and emphasizes processes at the subcellular and cellular scale, poorly prepares trainees to assess and treat pain in everyday clinical practice."

 Anesthesiology 2014; 120:12-4

PQRST Mnemonic

→ Biological aspect

- **P – *provokes and palliate***
- **Q - *quality***
- **R – *region and radiation***
- **S – *severity***
- **T - *time***

Powell R. Pain history and pain assessment. Guide to pain management in low-resource setting. Seattle: International Association for the Study of Pain; 2010. p. 67–78.

ACT-UP Mnemonic

→ Psychosocial aspect

- ***A - activity***
- ***C – coping***
- ***T - think***
- ***U - upset***
- ***P - people***

Dansie EJ, Turk DC. Assessment of patients with chronic pain. Br. J. Anaesth. 2013; 111(1):19-25

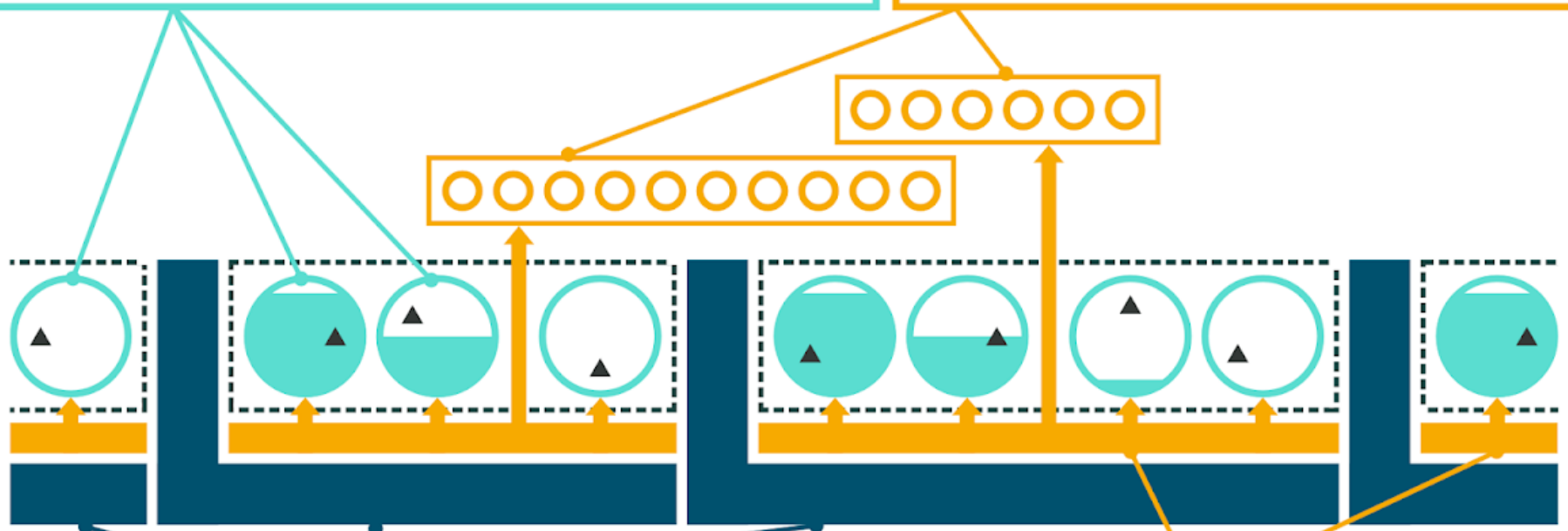
→ Integrated as a whole learning task to help students perform comprehensive chronic pain assessment

Learning Tasks

- Aim at integration of (non-recurrent and recurrent) skills, knowledge, and attitudes
- Provide authentic, whole-task experiences based on real-life tasks
- Are organized in simple-to-complex task classes and have diminishing support in each task class (scaffolding)
- Show high variability of practice

Part-task Practice

- Provides additional practice for selected recurrent aspects to reach a very high level of automaticity
- Provides a huge amount of repetition
- Only starts after the recurrent aspect has been introduced in the context of the whole task



Supportive Information

- Supports the learning and performance of non-recurrent aspects of learning tasks
- Explains how to approach problems in a domain (cognitive strategies) and how this domain is organized (mental models)
- Is specified per task class and always available

Procedural Information

- Is prerequisite to the learning and performance of recurrent aspects of learning tasks
- Precisely specifies how to perform routine aspects of the task, e.g., through step-by-step instruction
- Is presented just in time during work on the learning tasks and quickly fades away as learners acquire more expertise

https://www.4cid.org/home

Task Class 1		
Learners are confronted with situations in which they need to construct steps and practice pain assessment in a simulated setting		
Supporting information *A lecture on theory of pain assessment (including pain physiology)*		
Supporting information *Learners watch a role-play on pain assessment*		
Learning task 1.1	**Procedural information**	**Part-task practice**
Learner is asked to reflect on the role play. In a constructivist way, the group members discuss important steps and principles of chronic pain assessment	*A handout of PQRST – ACT UP mnemonic is provided. Facilitator is available to answer questions*	none
Learning task 1.2	**Procedural information**	**Part-task practice**
Learner is asked to practice pain assessment. Two volunteers are asked to play the roles of professionals and patients. Scenarios are provided.	*Facilitator is available to answer questions*	*none*
Learning task 1.3	**Procedural information**	**Part-task practice**
Learner is asked to practice pain assessment in pairs. They have to send a video recording role-play to the facilitator. Scenarios are provided; and the scenario vary.	*Facilitator is NOT available to answer questions. Peer feedback.*	*none*
Supporting information *Learners reflect and discuss in a synchronous session. Cognitive feedback is provided*		

Task Class I

Learners are confronted with situations in which they need to construct steps and practice of pain assessment in a simulated setting

Supportive information

- A lecture on theory of pain assessment (including pain physiology)
- A video of a role-play of chronic pain assessment

Asynchronous online learning: link of the videos can be sent before

Example of supporting information: a lecture of pain physiology

Nyeri Nosiseptif

- Terjadi karena rangsangan noksius
  - Nyeri somatik
    - Jaringan tulang/otot/sendi
    - Terlokalisir
    - Intermitten/konstan
    - Tajam/menusuk-nusuk/berdenyut-denyut/menggerogoti
  - Nyeri viseral
    - Kerusakan organ dalam
    - Difus/sulit dilokalisir
    - Disertai refleks otonom – motorik (mual/muntah/tegangan otot abdomen)
    - Tumpul/kolik/diremas-remas

Nyeri Neuropatik

- Terjadi karena cedera struktur saraf perifer dan sentral
- menusuk/terbakar

Example of supporting information: video of role-play of chronic pain assessment

Task Class I

Learning Task 1.1:

Learner is asked to reflect on the role play in the video

- In a constructivist way, the group members discuss important steps and principles of chronic pain assessment
- Synchronous online learning: small groups discussion

Procedural information

- A handout of PQRST – ACT UP mnemonic is provided
- Facilitator is available to answer question

Task Class I

Learning Task 1.2:

Learner is asked to practice pain assessment. Volunteers are asked to play the roles of professionals and patients. Various scenarios are provided.

Synchronous online learning: small groups discussion

Procedural information

Facilitator is available to answer questions

Example of variation of scenario for chronic pain assessment

Various clinical problems (e.g. back pain, headache)

Various patient demography (e.g. male/female, old/young)

Various psychosocial problems

Task Class I

Learning Task 1.3:

Learner is asked to practice pain assessment in pairs. Scenarios are provided; and the scenario varies.

Asynchronous online learning: learners send a video recording to facilitators

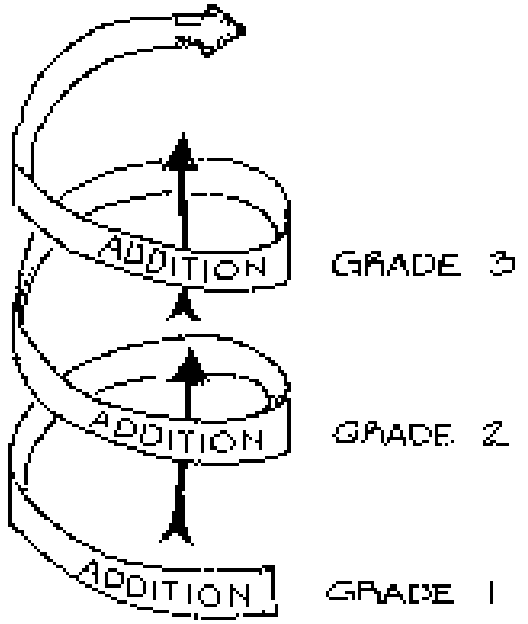
Procedural information

Facilitators is not available to answer questions; Learners are encouraged to provide peer feedback.

Task Class 2		
Learners are confronted with situations in which they need to construct steps and practice pain assessment *in a real setting with real patients* *integrate the physical examination*		
Supporting information *A lecture on about physical examination in chronic pain*		
Learning task 2.1	**Procedural information**	**Part-task practice**
Learner is asked to practice chronic pain assessment in different encounters in reals settings, with patients.	*A handout of PQRST – ACT UP mnemonic is provided.* *Facilitator is available to answer questions*	none
Learning task 2.2	**Procedural information**	**Part-task practice**
In small groups, learners report experiences from real context and reflect on the challenges.	*Facilitator is available to answer questions*	*Skills training on the physical examination of area with pain*
Supporting information *Learners reflect and discuss in a synchronous session. Cognitive feedback is provided*		

Task Class II

- Learners are confronted with situations in which they need to construct steps and practice pain assessment
  - in a real setting with real patients
  - integrate the physical examination



Task Class II

Learning Task 2.1:

- Learner is asked to practice pain assessment in different encounters in reals settings, with patients.

  Online learning ideas

  interview with family member or friend with chronic pain

  interview real stable patient at hospital via video

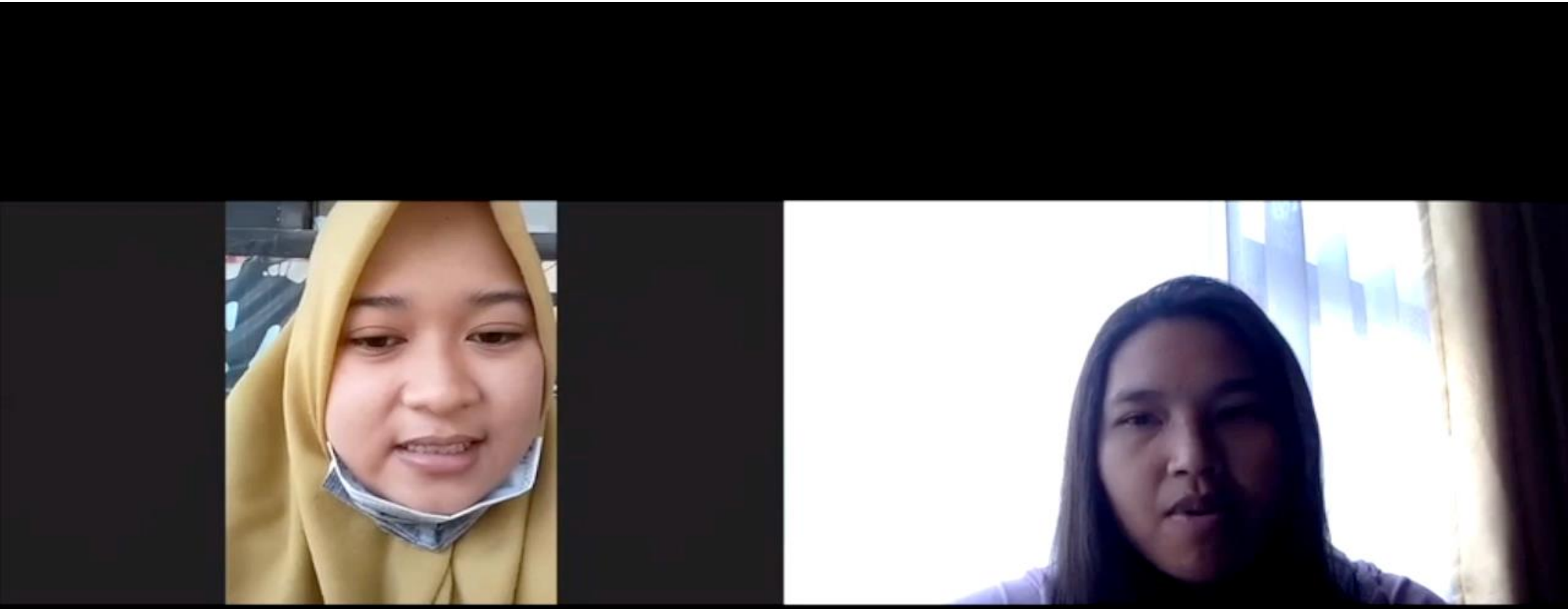
  → consider ethical issues

  → consider physical distancing

  groups discussion

- **Procedural information:**
  - Facilitator is available to answer question

Example of video recording sent by a learner performing pain assessment with a patient with chronic headache



Task Class II

Learning Task 2.2: In small groups, learners report experiences from real context and reflect on the challenges. They are asked what they would like to do differently.

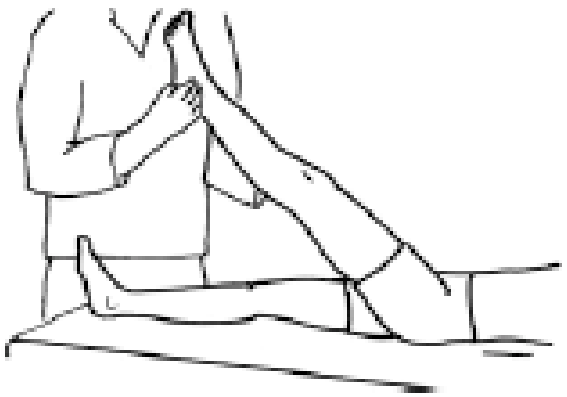
Synchronous online learning: group discussion

Procedural information

Facilitators are available in each group to answer questions

Part-task practice

Skills training on the physical examination of area with pain



Task Class II

Supportive information

Learners receive **cognitive feedback** on learning task 2.1 & 2.2

Key Messages

- 4C/ID shifts the perspective of learning: from lecture to learning tasks
- Whole-task
  - integration of biological and psychosocial aspects of chronic pain assessment
- Most activities can be organized online (learning tasks, supportive & procedural information)
- Part-task practice
  - if it cannot be organized online, this can be conducted later