



## Module Descriptor

Title	Complexities of Pain		
Session	2024/25	Status	Active
Code	NURS11086	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	L MacKenzie		
<b>Summary of Module</b>			
<p>Health and Social Care practitioners will encounter clients in pain. This will vary from that arising from simple causes to the complexities of difficult pain syndromes. Consequently, there is a need for practitioners to acquire and promote knowledge, skills and critical analysis of total pain management. The underpinning influence for this module is the belief that education is the key to the dissemination of new attitudes, knowledge, skills, critical analysis and research; in order to improve pain management and implement evidence based best practice. The focus of this theoretical module is to provide the student with the opportunity to develop their knowledge and understanding of pain and critical analysis of credible and relevant evidence for best practice for pain management.</p> <p>Areas covered by this module include:</p> <ul style="list-style-type: none"><li>• Introduction to Pain and the concept of Total Pain</li><li>• Pathophysiology of Pain and Pain theories</li><li>• Pain assessment</li><li>• Influencing factors and barriers to pain management</li><li>• Acute and Chronic Pain</li><li>• Pharmacological Pain Management Strategies</li><li>• Non-Pharmacological Pain Management Strategies</li><li>• Management of Pain – Person Centred Care</li><li>• Multidisciplinary team</li><li>• Professional and Ethical issues in Pain Management</li></ul> <p>This module aims to contribute to the following UWS graduate attributes, becoming knowledgeable, inquiring, research minded, collaborative and an effective communicator. The module will contribute to the WHO (2015) sustainable goal of ensuring healthy lives and promote well-being.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Examine the physiological pain response related to specific long term conditions.
<b>L2</b>	Critically analyse the current evidence base in pain management including the pharmacological, non-pharmacological and psychosocial approaches.
<b>L3</b>	Critically evaluate the role of specialists and other multi-agency care team members to support patients who encounter pain in all clinical areas and the community.
<b>L4</b>	
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 11</b> Demonstrate and or work with a critical and integrated understanding of the principal theories and drivers for change in the management of complex pain. Develop a critical awareness of the legal, ethical, political and cultural issues involved in the management of pain.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 11</b> Use creative thinking and make informed decisions in relation to good practice guidelines and techniques for pain management.
<b>Generic Cognitive skills</b>	<b>SCQF 11</b> Critical analyse and evaluate ideas, theories, issues and needs

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	related to managing pain. Develops creative responses to patient problems & issues
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 11</b> Demonstrates a range of communication skills with people in complex situations. Communicating with multi-agency teams using multi-agency assessment tools.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 11</b> Work in ways that are reflective, critical and analytical to facilitate and enhance effective clinical developments.

Prerequisites	Module Code	Module Title
	<b>Other</b>	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>This module is presented as fully online learning utilising a Virtual Learning Environment (VLE).</p> <p>Fully Online Learning students will experience modified lectures, group discussion, presentations, case study and problem enquiry learning via the VLE. This will be aided by asynchronous online classroom sessions, asynchronous discussion boards, directed wider reading including access to electronic library and e books. As prospective students come from a wide variety of allied professions and worldwide locations, the ability to network, share good practice and peer to peer support is both educational and a highly valuable resource.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	15
Tutorial / Synchronous Support Activity	15
Asynchronous Class Activity	6
Personal Development Plan	6
Independent Study	158
Please select	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>

MacLellan, K. (2010) Expanding Nursing and Health Care Practice Management of Pain E-Book. Available: <https://www.vlebooks.com/Product/Index/2026545?page=0> (Accessed: 10 February 2024).

Vadivelu, N., Urman, R.D. and Hines, R.L (eds) (2011) Essentials of pain management. London. Springer. Available: [https://link.springer.com/chapter/10.1007/978-0-387-87579-8\\_4](https://link.springer.com/chapter/10.1007/978-0-387-87579-8_4) (Accessed: 10 February 2024).

Cordts, G.A. and Christo, P.J. (2019) Effective Treatments for Pain in the Older Patient. London. Springer. Available: <https://link.springer.com/book/10.1007/978-1-4939-8827-3> (Accessed: 23 February 2024).

van Griensven, H., Stong, J. and Unruh, AM. (eds) (2014) Pain: a textbook for health professionals. Edinburgh. Churchill Livingstone. Available: <https://www.vlebooks.com/Product/Index/334642?page=0> (Accessed: 10 February 2024).

Washington, T.A., Brown, K. and Fanciullo, G. (2012) Pain. Oxford. Oxford University Press. Available: <https://www.vlebooks.com/Product/Index/92354?page=0> (Accessed: 10 February 2024).

Pears, R. (2019) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> (Accessed: 10 February 2024).

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

#### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

#### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

#### Supplemental Information

Divisional Programme Board	Adult Nursing Community Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded

<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Community and Health
<b>Moderator</b>	E. Stevens
<b>External Examiner</b>	N Blyth
<b>Accreditation Details</b>	None
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Class Test (written) - One hour online test, which examines the epidemiological, biological, physiological, psychological and social implications of pain and pain assessment within the concept of total pain. 20% of the total module mark.
<b>Assessment 2</b>
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva - The student will take part in an on-line discussion regarding pain in specific long term conditions. 10% of the total module mark.
<b>Assessment 3</b>
Essay - Students will prepare a written assignment of 3000 words on aspects of pain management. 70% of the total module mark.
<p>(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Class Test (written)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	1

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	0
Combined total for all components						100%	1 hours

### Change Control

What	When	Who