THE PAIN INTERPROFESSIONAL CURRICULUM DESIGN (PICD) MODEL

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INTRODUCTION / AIM

The University of Toronto Centre for the Study of Pain developed and has successfully implemented an Interfaculty Pain Curriculum (UTCSP-IPC) since 2002. While we are continually questioned about our process, we have never formalized the process in a design model. Therefore, the primary aim of this project was to develop a model that provided an overview of dynamic, interrelated elements important from our experience in designing a pain interprofessional curriculum. A secondary purpose was to use the model to frame an interactive workshop for attendees interested in developing their own pain curricula.

METHODS

The process involved meetings with faculty from Dentistry, Medicine, Nursing, Occupational Therapy, Pharmacy and Physical Therapy who had all participated in the UTCSP-IPC. All agreed that the model components needed to focus on patient-centred pain assessment and management in an interprofessional context, similar to the UTCSP-IPC. The core pain content would be based on the IASP Interprofessional Pain Curriculum domains and related Core Pain Competencies. Profession-specific requirements would need to be considered, including regulatory/course requirements, level of students involved, type of course delivery and pedagogic strategies. The 4 “Cs” that define curriculum design also needed to be included (i.e. culture, community, content and context).

RESULTS

The resulting PICD Model includes components that are dynamic, competency-based, collaborative and interrelated. The Model includes the following key questions that are important to developing curricular components: WHY/ Culture (rational for pain focus), WHO/ Community (stakeholders to ensure success), WHAT/Content (course, time block, resources) and HOW/Context (cases, group work, seminars). The Model was used to frame two design workshops. Attendees (N=35) were from Iceland, Scandinavia, United States, and 5 Canadian provinces and their responses were very positive.

DISCUSSION / CONCLUSIONS

The PICD Model has been developed from our experience with designing the UTCSP-IPC. The components resonated with attendees at the Workshop. The PICD Model is based on established pain curricula and related competencies that are relevant to all health science students at the pre-licensure (entry-to practice) level. This Model provides a basis for future interventions in curriculum design and evaluation.

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