



**Karolinska  
Institutet**

Course syllabus for

# **Pain - From Physiology to Multimodal Rehabilitation, 15 credits**

Smärta - från fysiologi till multimodal rehabilitering, 15 hp

This course syllabus is valid from autumn 2020.

Please note that the course syllabus is available in the following versions:

Autumn2019 , Autumn2020 , Spring2021 , Spring2022 , Spring2023

Course code	2QA283
Course name	Pain - From Physiology to Multimodal Rehabilitation
Credits	15 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Not applicable
Level	Second cycle, has only first-cycle course/s as entry requirements
Grading scale	Pass, Fail
Department	Department of Neurobiology, Care Sciences and Society
Participating institutions	<ul style="list-style-type: none"><li>• Department of Clinical Sciences, Danderyd Hospital</li></ul>
Decided by	Utbildningsnämnden NVS
Decision date	2018-12-12
Revised by	Education committee NVS
Last revision	2020-01-24
Course syllabus valid from	Autumn 2020

## **Objectives**

The course aims at the student to deepen his/her knowledge of managing a patient with pain, analysis and classification of the patient's pain condition, as well as planning an adequate treatment strategy for the individual and the pain condition.

Upon completion of the course the student should be able to:

- Use key concepts to explain the emergence and maintenance of different types of pain based on the bio-psycho-social pain model.
- Customize treatment and communication based on a person-centered approach.
- Apply current pain classification and argue for type of pain related to symptoms and signs found in pain history and at assessment.
- Select and argue for pain assessment- and evaluationtools for different types of pain states.
- Discuss age, gender and cultural background as well as psychosocial aspects in relation to pain

- and reflect on their own approach in the meeting with the patient.
- Explain and be able to discuss common associated problems in different pain states.
- Plan a treatment strategy for different types of pain states with argumentation for the choice of intervention(s) based on the aethiology of the pain state and the individual's preconditions.
- Explain the principles of multimodal medical rehabilitation and occupational rehabilitation as well as discuss indications, obstacles and opportunities.
- Explain the complexity of pain and treatment options for patients with different pain conditions adapted to the situation and the patient's understanding.

## Content

The course is based on a patient-centered approach and a pain ethiological perspective (nociceptive, neuropathic and nociplastic pain) with the following content:

- Patient's perspective on pain and pain care
- Professional care, approach and communication
- Pain taxonomy
- Pain physiology
- Pain classification
- Pain analysis, pain ratings and instruments for assessment and evaluation of pain
- Interventions for different pain conditions
- Associated problems
- Psychological and social aspects of pain
- Pain psychology
- Team-based rehabilitation
- Multimodal rehabilitation
- Insurance medicine
- Occupational rehabilitation
- Pain from diverse perspectives; gender, children, elderly and cultural background.
- "Explain pain" - patient education

## Teaching methods

The teaching is based on a problem-oriented and collaborative approach to learning in which the tasks provide opportunities for the student to take active responsibility for their learning. The used teaching methods are e.g lectures, web-based lectures, seminars, workshops, clinical reasoning peer-review, team-based learning and practical application. In addition, self studies.

Possibility to supplement certain absence from compulsory parts can be offered at assembly time. On absences more than a day, there will be an opportunity at the next course, provided that there is a decided course. The examiner decides whether, and if so how, absence from compulsory course elements can be made up. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

## Examination

Examination of the course's objectives is done through written and oral presentations of study and examination assignments and by a written individual exam

Students who do not pass a regular examination are entitled to re-sit the examination on five more occasions. If the student has failed six examinations/tests, no additional examination is given. . Each

occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

Late submissions of examinations are not accepted. Students who have not submitted on time are referred to re-examination.

If there are special grounds, or a need for adaptation for a student with a disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected skills, knowledge and abilities may not be changed, removed or reduced.

## Literature and other teaching aids

### **Om smärta : ett fysiologiskt perspektiv**

*Norrbrink, Cecilia; Lundeberg, Thomas*

2. uppl. : Lund : Studentlitteratur, 2014 - 184 s.

ISBN:9789144089706 LIBRIS-ID:16592713

*Please use the updated version from 2020 (3rd ed). ISBN: 9789144125831*

[Library search](#)

### **Smärta i klinisk praxis**

*Rhodin, Annica*

Andra upplagan : Lund : Studentlitteratur, [2019] - 391 sidor

ISBN:9789144126982 LIBRIS-ID:5gk7jg4r35j4xb0r

[Library search](#)

FYSS, 2017: Fysisk aktivitet i sjukdomsprevention och sjukdomsbehandling  
YFA, 2017

<http://www.fyss.se/>