



ANES 7188: Pain Medicine

Clerkship Director

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[How a Clerkship Director can assist](#)



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[How a Clerkship Coordinator can assist](#)



Syllabus Statement

This course was designed by a team of faculty utilizing the evidence-based design processes. The purpose of the syllabus is to provide clarity about course expectations and contact information. Consider using this document as a guide for the course and to provide transparency and accountability for all.

Course Description

The primary goal of this clerkship is to provide a greater depth of understanding for the complex mechanisms that contribute to chronic pain. Students will develop an appreciation for the multidisciplinary approach to chronic pain management. In the chronic pain clinic, students will evaluate patients with faculty, fellows, and residents, and observe and participate in regional anesthesia procedures prior to surgical procedures, evaluate hospitalized patients with chronic pain or complex management concerns, and round on patients on the inpatient pain management service.

Course Details

- Prerequisite: SURG 7400 (2-week anesthesia experience) or ANES 7181
- This course is 2 weeks in length.
- This course is offered at the University of Minnesota-Twin Cities campus, largely in the Minneapolis CSC and on the East Bank of the UMMC.
- Students will spend time in both the inpatient and outpatient settings.

References and Alignment to Graduation Requirements

Patient Care 1

Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.

- Obtain a history and perform a physical exam that emphasizes identifying the etiology of pain conditions, including chronic pain syndromes.
- Applicable [EPAs](#): 1, 5, and 6
- Instructional methods: case-based instruction; clinical experience-ambulatory; clinical experience-inpatient; conference; discussion-small group; independent learning; mentorship; patient presentation-learner; patient presentation-patient; preceptorship; team-based learning; ward rounds

Patient Care 3

Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgement.

- Evaluate benefits and disadvantages of different pain medication classes, and develop a multimodal analgesia plan.
- Applicable [EPAs](#): 2
- Instructional methods: case-based instruction; clinical experience-ambulatory; clinical experience-inpatient; conference; discussion-small group; independent learning; mentorship; patient presentation-learner; patient presentation-patient; preceptorship; team-based learning; ward rounds

Knowledge for Practice 1

Apply established and emerging evidence to diagnostic decision-making and clinical problem-solving.

- Compare and contrast common procedures used to mitigate common pain conditions.
- Describe pathways that contribute to acute and chronic pain and how those pathways can be targeted to mitigate pain.
- Applicable [EPAs](#): 7 and 12
- Instructional methods: case-based instruction; clinical experience-ambulatory; clinical experience-inpatient; conference; discussion-small group; independent learning; mentorship; patient presentation-learner; patient presentation-patient; preceptorship; team-based learning; ward rounds

Interprofessional Collaboration 2

Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.

- Identify the roles of the multidisciplinary pain care team and communicate effectively with both the team and the patient.
- Applicable [EPAs](#): 9
- Instructional methods: case-based instruction; clinical experience-ambulatory; clinical experience-inpatient; conference; discussion-small group; independent learning; mentorship; patient presentation-learner; patient presentation-patient; preceptorship; team-based learning; ward rounds

Grading and Assessment

Clinical Performance

- Purpose: demonstration of understanding through patient presentations and case discussions.
- Formative assessment
- Pass/No Pass
- 40% of course grade

Participation

- Purpose: demonstration of commitment to patient care through clerkship attendance and professionalism.
- Formative assessment
- Pass/No Pass
- 40% of course grade

Academic Performance

- Purpose: demonstration of learning and application of knowledge via engagement in discussions and use of learning for patient care.
- Summative assessment
- Pass/No Pass
- 20% of course grade

Attendance Requirements

Please see the Medical School's [Attendance Requirements and Excused Absence Policy](#) for details/process related to absences. Requests for an approved absence should be submitted a minimum of three weeks in advance of the start of the rotation, except in cases of unexpected illness or emergencies (e.g., family or personal crises). Requests for approved absences are submitted directly to the Clerkship Director and Clerkship Coordinator

- In cases of unexpected illness or emergencies, the request for an approved absence should be submitted as soon as reasonably possible, preferably prior to the indicated shift. In addition, the student should make every effort to contact all individuals who may be impacted by their absence (e.g., attending or resident). This includes requests to miss/reschedule didactics.

Course Evaluation Requirements

Student course evaluations represent an important contribution to the educational stewardship of the U of MN Medical School. Each year, the curriculum is carefully re-evaluated in the light of specific student suggestions, and student feedback is taken very seriously. Therefore, completing the course evaluation for each course is a required professional expectation of medical students. The Course Evaluation is open for approximately two weeks following the end of the course, and must be completed in the CoursEval system while it is open.

Other Course Guidelines and Policies

Remediation

Students who fail to meet the minimum requirements for passing this course will have their performance reviewed by a campus-specific Scholastic Standing Committee (SSC). SSC will determine eligibility for make-up, retakes, or a different path of remediation. Read more on this site: [Grading & Grade Appeals information](#)

Mistreatment

Read more on this site: [Mistreatment and Harassment Policy and Reporting Information](#)

Professionalism

Read more on this site: [Student Conduct Code](#)

Intellectual Responsibility

Procedures for Reporting Ethics Violations to the Peer Review Committee are linked [in this policy](#) for instances when a student, faculty, or staff member witnesses a violation of the [Statement of Intellectual Responsibility](#).

Disability Resources

If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the campus-specific DRC office to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Twin Cities: visit the [DRC website](#), email drc@umn.edu, or call 612.626.1333
- Duluth: visit the [DRC website](#), email umddr@d.umn.edu, or call 218.726.6130

Medical Education Policies

Find all medical education policies on this site: [Medical Education Policies](#)

Syllabus Changes

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.