

Despite the central role pain plays in the lives of patients seeking our services, pain curriculum across DPT programs in the U.S. remains highly variable in both time devoted to the subject and specific content. To address the need for curriculum standards, an interprofessional work group developed pain competencies which were endorsed by ACAPT in 2014. The competencies are in the following areas: Multidimensional Nature of Pain, Pain Assessment and Measurement, Management of Pain and Clinical Conditions. In tandem with these competencies, the International Association for the Study of Pain (IASP), an international multidisciplinary organization dedicated to the study of pain, updated physical therapy curriculum guidelines for pain education. These guidelines, available since 1991, are periodically updated, with the most recent update in 2018 by a taskforce of physical therapists from the USA, Australia, and Sweden. This group included PMSIG members Kathleen Sluka, PT, PhD, Steve George, PT, PhD and Joel Bialosky, PT, PhD. These guidelines can be found at: <https://www.iasp-pain.org/Education/CurriculumDetail.aspx?ItemNumber=2055>.

To move forward with establishing consistent guidelines in pain curriculum in DPT programs essential to meet the need for effective pain management in the U.S., the Florida Chapter of the APTA proposed a motion (RC 43-18) to the House of Delegates recommending that the APTA endorse and promote the integration of the interprofessional pain competencies and IASP physical therapy curriculum guidelines into education, practice, and research initiatives, where feasible. APTA members may view the motion at: <http://communities.apta.org/p/do/sd/sid=4561>.

The PMSIG Board reviewed both the interprofessional pain competencies and IASP Guidelines. PMSIG Board endorses and encourages the integration of the pain competencies and IASP curriculum guidelines into DPT curriculum and has made the recommendation to the Orthopaedic Section Board of Directors to co- sponsor Florida's motion to the House of Delegates.

Some commonly asked questions on this motion and their answers:

Why support curricular guidelines that originated from an entity outside of APTA?

APTA has a precedent for endorsing content that originated outside the APTA, most recently the IPEC Competencies for Interprofessional Education. Also, many members of the group that developed these documents are our own APTA members who are physical therapy pain experts and educators. As pain management is a priority for APTA, this is a fantastic opportunity for APTA to publicly support efforts to improve how and what PT trainees learn about pain.

How will IASP and APTA work together if changes are recommended?

While IASP and APTA do not have a "formal" partnership at this time, members of APTA who are also IASP members have already been working together to 1) develop and vet the guidelines; 2) make them accessible at no cost. Part of the PMSIG's strategic plan is to formalize partnerships with organization such as IASP.

Why is IASP considered the expert entity?

IASP is an organization whose mission is devoted to the study of pain. The IASP work group that developed these guidelines consists of internationally renowned physical therapist experts in pain, many of them also APTA members and DPT program educators.

How will DPT programs fit the content into their curriculum with all the other requirements?

These are curriculum guidelines and the intent of the motion is for APTA's endorsement- the guidelines are not mandates and this motion does not charge CAPTE with changing anything related to curricular standards for PT programs. These guidelines are a way to guide educators on specific topics related to pain and how to assess competency in the different domains of pain. We believe that APTA's endorsement will help make educators aware of these guidelines and help reduce variability in teaching trainees about pain.

Two published examples of how PT programs could embed this content into their curriculum are:

Hoeger Bement, MK, St Marie BJ, Nordstrom, TM, et al. An Interprofessional Consensus of Core Competencies for Prelicensure Education in Pain Management: Curriculum Application for Physical Therapy. *Phys Ther.* 2014;94(4):451-465.

Hush JM, Nicholas M, Dean C. Embedding the IASP pain curriculum into a 3-year pre-licensure physical therapy program: redesigning pain education for future clinicians. *Pain Reports.* 2018;3(2):e645.

How does support of this motion fit into the mission, vision of the APTA and Orthopaedic Section?

Pain is the number one reason people seek medical care and patients with pain comprise a significant portion of orthopedic PT practice. Our mission and vision are to promote excellence in orthopedic PT practice and be world leaders in advancing orthopedic PT practice. Having the knowledge and skills to promote excellence in orthopedic PT practice begins in our educational programs and we should support efforts aimed to improve the quality of pain education that future orthopedic PTs receive as entry level trainees.