



AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY

1 **AC-7-21**

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11 **PROPOSED BY:** Scott Davis, Marshall University

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13 **TITLE: Endorsement of the Academy of Orthopedic Physical Therapy - Pain Special Interest Group's Pain**

14 **Education Manual.**

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16 **Move that:** The American Council of Academic Physical Therapy shall endorse and promote the Academy of
17 Orthopedic Physical Therapy - Pain Special Interest Group's Pain Education Manual for Physical Therapist
18 Professional Degree Programs (PEM) as a resource and companion to the International Association for the Study of
19 Pain (IASP) Curriculum Outline on Pain for Physical Therapy.

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21 **SUPPORT STATEMENT:**

22 The International Association for the Study of Pain (IASP) Curriculum Outline on Pain for Physical Therapy was
23 endorsed by the APTA House of Delegates in 2018 through RC 43-18. The IASP Curriculum Outline provides
24 principles, learning outcomes, competency domains, and references. This resource has been helpful to academic
25 programs in developing and revising entry-level physical therapist curricula; however, the outline may not provide
26 programs with sufficient detail and depth to optimally develop contemporary pain curricula. The APTA Pain
27 Management Group supported and encouraged the development of the PEM to help meet the charge of the HOD
28 motion RC 43-18. In 2019, the Academy of Orthopedic Physical Therapy (AOPT) organized the Pain Education
29 Committee. The AOPT and the Pain Special Interest Group (SIG), in collaboration with IASP and ACAPT,
30 identified individuals to serve on the committee. It was agreed that the AOPT Pain SIG should take the lead in
31 developing a resource document for entry-level academic programs that align with modern pain theory, the IASP
32 Outline, and core competencies for the education of pain. The committee developed the Pain Education Manual for
33 Physical Therapist Professional Degree Programs (PEM) to fill the gaps in the IASP Curriculum Outline and to
34 provide programs and faculty with additional resources. The PEM provides eight (8) didactic content dimensions.
35 For each content dimension, the PEM provides learning domains and levels, sample objectives, primary content,
36 sample course learning activities/assessments, examples of where the content domains may be delivered within a
37 DPT curriculum, resources, and references. The PEM also provides alignment with IASP domains and core
38 competencies and current CAPTE Standards and Required Elements.

39 The Pain Education Manual aligns well with the ACAPT's vision statement by promoting excellence in one aspect
40 of entry-level physical therapist education. The endorsement and promotion of the PEM by ACAPT will encourage
41 programs to use the best clinical and pedagogical evidence to deliver and assess student learning relative to pain. As
42 "the voice" for physical therapist education, ACAPT is ideally positioned to promote excellence and advance
43 physical therapy education. The link to the PEM can be found here:

44 [https://www.orthopt.org/uploads/content_files/files/Pain_Manual_Draft_FINAL_6.25.2021%281%](https://www.orthopt.org/uploads/content_files/files/Pain_Manual_Draft_FINAL_6.25.2021%281%29.pdf)
45 [29.pdf](https://www.orthopt.org/uploads/content_files/files/Pain_Manual_Draft_FINAL_6.25.2021%281%29.pdf)

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47 **CURRENT POSITION/STANDARD/GUIDELINE/POLICY/PROCEDURE:**

48 There are currently no positions, standards, guidelines, or policy/procedures on this issue.

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RELATED POSITION/STANDARD/GUIDELINE/POLICY/PROCEDURE:

There is an APTA HOD motion RC 43-18⁵ Charge: Endorsement and Integration of the International Association for the Study of Pain Curriculum Outline on Pain for Physical Therapy that was passed by the HOD in 2018. ***“That the American Physical Therapy Association endorse and promote integration of the International Association for the Study of Pain Curriculum Outline on Pain for Physical Therapy into education, practice, and research initiatives, where feasible.”***