



**University of the Philippines Manila
College of Medicine
Department of Anesthesiology – Division of Pain**

**Anesth 250 Course Guide
LU 5 Academic Year 2021**

A. Course Catalogue

1. Course number	Anesth 250
2. Course title	Integrated Clinical Clerkship in Anesthesiology I (Introduction to Pain Management)
3. Course description	Supervised assessment and management of pain patients in the out-patient setting (Pain Clinic)
4. Pre-requisite	None
5. Semester offered	1 week, 1 st semester of AY 2021-2022
6. Course credit	1.5 units
7. Number of Hours	40 hours
8. Mode of Delivery	Remote, Online via UVLE
9. Course Coordinators:	Dominic D. Villa, MD, DPBA, FPSA Evangeline K. Villa, MD, DPBA, FPSA

B. Course Description

Anesthesia 250 is a 1-week rotation for YL V (Integrated Clinical Clerks) medical students. The course is an introduction to pain management with emphasis on the basics such as definition, anatomy, and pathophysiology of pain. It also includes classification of pain based on chronicity and mechanism, pain assessment, and modalities of treatment, including pharmacologic, non-pharmacologic, and interventional procedures. Traditionally, the course was taught through face-to-face interactions between the students and faculty members by way of lectures, preceptorials, small group discussions, and student-reports. Students were also given opportunities to assess chronic pain patients in the Pain Clinic, Cancer Institute, and the PGH Wards. The students were also able to observe the conduct of peripheral nerve blocks for analgesia in the PGH Operating

Rooms, and assess acute pain patients in the PGH Post Anesthesia Car Unit and PGH OPD-Recovery Room.

Starting last academic year (2020-2021), the course has been modified to allow students to continue learning through the course without the danger of exposure to the virus. This year, as the threat of COVID-19 still precludes us from traditional face to face learning, we decided to continue this 100% online approach.

Online modules and activities, primarily through recorded videos, together with faculty guidance and mentoring, will hopefully enable the students to equip themselves with the basic knowledge in pain management to prepare them for their clinical rotations next year.

C. Course Design

Objectives	Topic	Content	LO	Teaching-Learning Activity	Resources/ <i>Evaluation</i>
1. Discuss pain in terms of its evolution and biopsychosocial dimensions.	Pain perspective through time Definition of pain Meaning of pain	<ul style="list-style-type: none"> ★ Pain theories ★ IASP definition of pain ★ Biopsychosocial dimensions of pain 	LO 1,2,4, 7,10 I	<ul style="list-style-type: none"> ★ Lecture ★ Viewing of videos ★ Self-study ★ Reflection on topic 	<ul style="list-style-type: none"> ★ UVLE access ★ Video lecture (module 1: Definition of Pain) ★ Video (The Meaning of Pain – Teal Swan) ★ SIM ★ Any Pain Textbook/Journals ★ Quiz ★ Reflection Paper/Creative Output

Objectives	Topic	Content	LO	Teaching-Learning Activity	Resources/ <i>Evaluation</i>
2. Identify the components of the most common pain pathways.	Anatomy of pain	* Pain pathways	LO 1,2,4,7,10 I	* Lecture * Viewing of videos * Self-study	<ul style="list-style-type: none"> * Video lecture (module 2: Anatomy of Pain) * Video:(PAIN! Physiology - The Ascending Pathway, Descending Pain Pathway and the Substantia Gelatinosa - Armando h.) * Video: (Nociceptors - An Introduction to Pain - Armando h.) * SIM * Any Pain Textbook/Journals * Quiz
3. Understand how pain can be transmitted and modulated.	Physiology of nociception and modulation	<ul style="list-style-type: none"> * Nociception * Pain modulation 	LO 1,2,4,7,10 I	<ul style="list-style-type: none"> * Lecture * Viewing of videos * Self-study 	<ul style="list-style-type: none"> * Video lecture (module 3: Physiology of nociception and modulation) * Video: (What is the Gate Control Theory of Pain - How Pain Perception Works - corporis) * SIM * Any Pain Textbook/Journals * Quiz

Objectives	Topic	Content	LO	Teaching-Learning Activity	Resources/ Evaluation
4. Differentiate acute and chronic pain.	Acute and chronic pain	<ul style="list-style-type: none"> ★ Definition of acute and chronic pain ★ Physiologic and psychologic effects of acute and chronic pain ★ Transition from acute to chronic pain 	LO 1,2,4, 7,10 I	<ul style="list-style-type: none"> ★ Lecture ★ Viewing of videos ★ Self-study 	<ul style="list-style-type: none"> ★ Video lecture (module 4: Acute pain versus chronic pain) ★ Video: (Chronic Pain – Dr. J. Campbell) ★ Video: (Understanding pain in 5 minutes – Brainman) ★ SIM ★ Any Pain Textbook/Journals ★ Quiz
5. Differentiate the types of pain based on patho-physiologic mechanisms.	Patho-physiologic mechanisms of pain	Definition, etiology, examples of <ul style="list-style-type: none"> ★ Somatic ★ Visceral ★ Neuropathic ★ Psychogenic 	LO 1,2,4, 7,10 I	<ul style="list-style-type: none"> ★ Lecture ★ Viewing of videos ★ Self-study 	<ul style="list-style-type: none"> ★ Video lecture (module 5: Patho-physiologic mechanisms of pain) ★ Video: (Abdominal Pain, Digestive System - Dr Matt & Dr Mike) ★ Video: (Neuropathic pain- Dr.J.Campbell) ★ SIM ★ Any Pain Textbook/Journals ★ Quiz
6. Assess pain using pain measurement scales	Pain assessment	<ul style="list-style-type: none"> ★ Pain history taking ★ Pain scales/tools (self-report) ★ Pain scales/tools (behavioral) ★ Multidimensional pain assessment tools 	LO 1,2,4, 5,6,7, 8, 9, 10,11 I, D, P	<ul style="list-style-type: none"> ★ Lecture ★ Viewing of videos ★ Practice exercises using FLACC ★ Self-study 	<ul style="list-style-type: none"> ★ Video lecture (module 6: Pain assessment) ★ Video: (Pain Clinic Patient Interview – Dr. Dofitas, Pain fellow) ★ Video: (Pain Assessment using FLACC + exercises – Dr. Villa) ★ SIM ★ Any Pain Textbook/Journals ★ Quiz

Objectives	Topic	Content	LO	Teaching-Learning Activity	Resources/ Evaluation
<p>7.</p> <p>Formulate a treatment plan using pharmacologic and non-pharmacologic modalities</p>	Treatment of pain	<ul style="list-style-type: none"> ★ Multimodal analgesia ★ Multidisciplinary pain management ★ WHO Pain Ladder ★ Pharmacologic Treatment ★ Non-pharmacologic Treatment ★ Pharmacogenomics ★ Interventional Pain Management 	<p>LO 1,2,4, 5,6,7, 8, 9, 10,11</p> <p>I, D, P</p>	<ul style="list-style-type: none"> ★ Lecture ★ Viewing of videos ★ Self-study 	<ul style="list-style-type: none"> ★ Video lecture (module 7: Treatment of Pain) ★ Video: (Regional anesthesia video) ★ Video: (Pharmacology - NSAID's-Armando h.) ★ Video: (Aspirin and Prostaglandins - medicurio) ★ Video: (Opioid Drugs, Part 1: Mechanism of Action -medicurio) ★ Video: (Opioid Drugs, Part 2: Addiction and Overdose-medicurio) ★ Video: (Pharmacogenomics: Genes and Medicine - medicurio) ★ Video: (Acupuncture and moxibustion of traditional Chinese medicine- UNESCO) ★ Video: (An Easy Way to Understand how Acupuncture Works to Heal the Body- Scott Martin Acupuncture) ★ Video: (Cognitive Behavioral Therapy (CBT) Simply Explained - Pinnacle of Man)

					★ Video: (Meditation Addressing Pain- NCCIH) ★ Video: (Understanding Pain Brainman chooses- Brainman) ★ SIM ★ Any Pain Textbook/Journals ★ Quiz ★ Case Discussion
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Learning Objectives

- LO1 Clinical Competence
- LO2 Effective Communication Skills
- LO3 Leadership and Management
- LO4 Generation and Utilization of Relevant Knowledge
- LO5 Inter-professional Practice
- LO6 System-based Approach to Health Care Practice
- LO7 Lifelong Personal & Professional Development
- LO8 Adherence to Professional and Ethical Standards
- LO9 Volunteerism, Nationalism and Internationalism
- LO10 Advocacy for Social Accountability
- LO11 Effective Teaching and Organizational Skills

Introduce (I)
 Demonstrate (D)
 Practice (P)

D. Grading System

- Quizzes – 40%
 - Case Discussion – 30%
 - Reflection Paper or Creative Output – 30%
- 100%

E. Assignment/Output Guides

A. Quizzes

Task: Complete the quiz per module to be able to proceed to the next module. There are 7 modules so there are 7 quizzes.

Procedure:

1. Watch all the module lecture videos and the assigned video/s (youtube) related to module
2. Read the SIM.
3. Answer the quiz.
4. Proceed to next module after ticking the activity completion marker.

Evaluation Criteria/Rubric:

- Make sure you understood fully well the modules and assigned readings before answering the quiz.
- Choose the best answer.
- The quiz features an Adaptive Mode where you can answer more than once PER item.
- If an answer has been chosen per item, click CHECK to know if you got it right.
- If you answer it correctly on your first try, you get 1 point.
- If you got it wrong, click Clear my Choice and choose another option.
- If you answer it correctly on the second try, you get a half point.
- Succeeding tries to verify the correct answer will get no points.
- Attempts must be submitted before 10 minutes is up. Otherwise, it will not be counted.
- The quiz will be in UVLE. Immediate feedback regarding your score will be made visible once quiz has been completed.

B. Reflection Paper

Task

Write a reflection paper on “The role of gender, ethnicity, culture, religion and genetics in pain management of a Filipino patient”

Procedure

The student is expected to:

1. research on and integrate the role of the following factors in susceptibility to pain development and effectiveness of pain management in a Filipino patient:
 - a. gender
 - b. ethnicity
 - c. culture
 - d. religion
 - e. genetics
2. create an original integrative work i.e. not merely cut and paste of information from references
3. cite references appropriately using the Vancouver style
4. submit to faculty mentor's up.edu.ph email

Evaluation Criteria/Rubric:

Category	3	2	1
Organization	Information is very well organized with well-constructed paragraphs	Information is organized but paragraphs are not well-constructed	Information is disorganized
Quality of information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. No supporting details and/or examples given	Information has nothing to do with the main topic
Mechanics	No grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Way too many for a medical student
Literature Review	Literature cited fully relevant to topic.	Literature cited not fully contributory to the discussion.	Literature cited irrelevant to the topic.
Sources	All sources are accurately documented in the desired format (Vancouver style)	All sources are accurately documented, but many are not in the desired format (Vancouver style)	Too many sources are not documented accurately

C. Creative Output

Task

Make a **creative output** which could be in the form of:

1. **art** - including but not limited to literary piece, visual art, musical piece, video presentation or
2. **science** including but not limited to infographic, critique/ review of at least 2 journal articles
3. **combination of art and science**

ON ONE OF THE FOLLOWING TOPICS:

- (1) Pain during COVID-19 times including, but not limited to:
 - Long distance/Relationship pain
 - Difficulties related to online education
 - Vaccine-related pain
 - Post covid infection/survivor pain
 - Pain coping strategies
- (2) Pain and humor
- (3) Pain management in the future /Novel analgesic techniques
- (4) Pain myths and misconceptions
- (5) Pain and nutrition

Procedure

The student is expected to:

1. choose a topic from the list above that will be the theme of his/her creative output
2. provide an explanation accompanying the creative output allowing the teacher to relate the creative output to the chosen theme
3. submit an original work
4. cite references (whenever applicable) appropriately using the Vancouver style
5. submit to faculty mentor's up.edu.ph email

***the key here is creativity (in short, surprise us!)**

Evaluation Criteria/Rubric:

Criteria	3	2	1
Creativity	Displays elements which are very unique and interesting	Displays elements which are interesting but not unique	Displays elements which are neither unique nor interesting
Production/Effort	Time and effort are fully evident in the execution of the piece	Time and effort are partially evident in the execution of the piece	Time and effort are not evident in the execution of the piece
Interpretation of Topic	Topic fully conceptualized and interpreted	Topic partially conceptualized and interpreted	Topic not conceptualized and interpreted
Over-all impact	High	Medium	Low

D. Case Discussion

Task

Make a case discussion.

Procedure

The student will be given a one paragraph description of an index patient consulting in the outpatient pain clinic. Based on the provided information, the student is expected to:

1. diagnose accurately the assigned disease condition and state how he/she will rule in or out the differential diagnosis
2. explain the pathophysiology of the most likely definitive diagnosis of the patient
3. map out a diagnostic plan
4. create a therapeutic pharmacologic regimen for the patient
5. create a therapeutic non-pharmacologic regimen for the patient
6. create a therapeutic interventional regimen for the patient
7. state the cost of the therapeutic regimen described above
8. cite references appropriately using the Vancouver style
9. submit to faculty mentor's up.edu.ph email

Evaluation Criteria/Rubric:

Criteria	3	2	1
Diagnosis	Diagnosis is accurate with discussion how differentials were excluded	Diagnosis is accurate with unsatisfactory exclusion/no mention of differentials	Diagnosis is inaccurate
Pathophysiology	Pathophysiology is fully discussed	Pathophysiology partially discussed	Pathophysiology not discussed
Diagnostics	Relevant diagnostics fully discussed	Relevant diagnostics partially discussed	Diagnostics are lacking
Therapeutics	Pharmacologic, Non-pharmacologic, and interventional procedures including costs are fully discussed	Pharmacologic, Non-pharmacologic, and interventional procedures including costs are partially discussed	Therapeutic discussion is lacking
Mechanics	No grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Way too many for a medical student
Literature Review	Literature cited fully relevant to topic.	Literature cited not fully contributory to the discussion.	Literature cited irrelevant to the topic.
Sources	All sources are accurately documented in the desired format (Vancouver style)	All sources are accurately documented, but many are not in the desired format (Vancouver style)	Too many sources are not documented accurately

F. ACTIVITY GUIDE

DAY 1: ORIENTATION

Objective: Introduce students to the course content and faculty mentors		
Video of Virtual Tour of Pain Clinic	15-20 min	Students will view the video. Students will interact with assigned faculty (questions regarding course, submission of requirements/outputs, etc. can be discussed) - TBA
Profile of faculty mentors (with picture, contact details)	5 - 10 min	Students will fill-out student database in UVLE.

DAY 1-7: MODULE 1: Definition of Pain

Objective: Define pain		
Video lecture (module 1: Definition of Pain) https://drive.google.com/file/d/1ZOJWkMSfD0n__4BISywgK2JImY-f7OY7/view?usp=sharing	20-30 min	Students will view the videos. The video lecture on module 1 will include Pain theories through the times from ancient period up to present. It dissects the IASP definition of pain and provides pain descriptors for different pain types. The Biopsychosocial dimensions of pain are also discussed.
Video (The Meaning of Pain – Teal Swan)	15-20 min	This video is another perspective on pain, how it can be used to our advantage, how to control our thoughts to give new and more useful meaning to pain.
SIM/Textbook/Journals	60 min	Students will read the SIM and textbooks to have more in-depth knowledge.
REFLECTION PAPER	2-3 hrs	Students need to submit a REFLECTION PAPER (assignment guide provided).
QUIZ	15- 20 min	Students need to complete to proceed to module 2.

DAY 1-7: MODULE 2: Anatomy of Pain

Objective: Review anatomy of pain		
Video lecture (module 2: Anatomy of Pain) https://drive.google.com/file/d/1uZXejMmJS2GoSGu5kqY_hudwIC1Vr2m4/view?usp=sharing	20-30 min	Students will view the videos. The video lecture on module 2 will include neurons, transmitters and Pain Pathways, both ascending and descending which are important in pain.
Video:(PAIN! Physiology - The Ascending Pathway, Descending Pain Pathway and the Substantia Gelatinosa - Armando h.)	10- 15 min	This illustrative video is about the pain pathway and the substantia gelatinosa.
Video: (Nociceptors - An Introduction to Pain - Armando h.)	15-20 min	This illustrative video is about the nociceptors and also an introduction to pain.
SIM/Textbook/Journals	60 min	Students will read the SIM and textbooks to have more in-depth knowledge.
QUIZ	15-20 min	Students need to complete to proceed to module 3.

DAY 1-7: MODULE 3: Physiology of Nociception and Modulation

Objective: Review physiology of nociception and modulation		
Video lecture (module 3: Physiology of nociception and modulation) https://drive.google.com/file/d/1VWdCj0d8kkwhmhmMKO3lgQnQ2EdAJajL/view?usp=sharing	20-30 min	Students will view the videos. The video lecture on module 3 will be about nociceptors, principles of sensitization, modulation in the segmental and supraspinal levels of the spinal cord and steps in processing of pain.
Video: (What is the Gate Control Theory of Pain - How Pain Perception Works - corporis)	10- 15 min	This illustrative video is about the “gate control theory of pain.
SIM/Textbook/Journals	60 min	Students will read the SIM and textbooks to have more in-depth knowledge.
QUIZ	15-20 min	Students need to complete to proceed to module 4.

DAY 1-7: MODULE 4: Acute versus Chronic Pain

Objective: Critically analyze differences between acute and chronic pain.		
Video lecture (module 4: Acute pain versus chronic pain https://drive.google.com/file/d/1CB8ZtI_Cc0acX6540MY8k8st_lvKo8QQ/view?usp=sharing	20-30 min	Students will view the videos. The video lecture on module 4 will be about Definition of acute and chronic pain, Physiologic and psychologic effects of acute and chronic pain and Transition from acute to chronic pain
Video: (Chronic Pain – Dr. J. Campbell)	10- 15 min	This illustrative video is about the chronic pain development.
SIM/Textbook/Journals	60 min	Students will read the SIM and textbooks to have more in-depth knowledge.
QUIZ	15-20 min	Students need to complete to proceed to module 5.

DAY 1-7: MODULE 5: Pathophysiologic Classification of Pain

Objective: Discuss the different types of pain based on patho-physiologic mechanisms.		
Video lecture (module 5: Patho-physiologic mechanisms of pain) https://drive.google.com/file/d/1YpBtgMoXrHxLWLsXSdDFpsPF6xKHnjCb/view?usp=sharing	20-30 min	Students will view the videos. The video lecture on module 5 will be about Definition, etiology, and examples of Somatic, Visceral, Neuropathic and Psychogenic pain.
Video: (Abdominal Pain, Digestive System - Dr Matt & Dr Mike)	5- 10 min	This illustrative video is about pain in the abdominal region.
Video: (Neuropathic pain- Dr. J.Campbell)	15-20 min	This illustrative video is about neuropathic pain and its treatment.
SIM/Textbook/Journals	60 min	Students will read the SIM and textbooks to have more in-depth knowledge.
QUIZ	15-20 min	Students need to complete to proceed to module 6.

DAY 1-7: MODULE 6: Pain Assessment

Objective: Assess pain using pain measurement scales.		
Video lecture (module 6: Pain assessment) https://drive.google.com/file/d/1Y9KQYKE042c72eZtu9q3CTCL31RYVGiw/view?usp=sharing	20-30 min	This lecture video focuses on Pain history taking, use of Pain scales/tools (self-report), Pain scales/tools (behavioural) and Multidimensional pain assessment tools
Video: (Pain Clinic Patient Interview – Dr. Dofitas, Pain fellow)	20-30 min	This illustrative video is about how to conduct an actual pain interview.
Video: (Pain Assessment using FLACC + exercises – Dr. Villa) https://drive.google.com/file/d/1KkU-kcVwx22MWqake_OLjnxCICDLkrZk/view?usp=sharing	20 -30 min	This illustrative video is about FLACC behavioral pain scale. The exercises will train the students how to use the tool.
SIM/Textbook/Journals	60 min	Students will read the SIM and textbooks to have more in-depth knowledge.
QUIZ	15-20 min	Students need to complete to proceed to module 7.

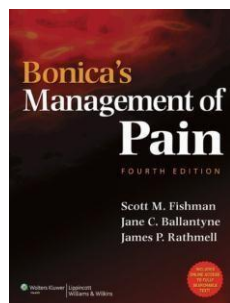
DAY 1-7: MODULE 7: Pain Treatment

Objective: Formulate a treatment plan using pharmacologic and non- pharmacologic modalities.		
Video lecture (module 7: Treatment of Pain) https://drive.google.com/file/d/1I92RV0IP6cIGxBvZlv_JL4FO1D7MBvXq/view?usp=sharing	20-30 min	This lecture video focuses on Multimodal analgesia, Multidisciplinary pain management, the WHO Pain Ladder, Pharmacologic Treatment, and Non-pharmacologic Treatment options
Video: (Regional anesthesia) https://drive.google.com/file/d/1FkFyOpL0g4yh1v4X3VSTjb31QlgQerJr/view?usp=sharing	20-30 min	This illustrative video is about how to perform a peripheral nerve block for intraop and post-op analgesia.
Video: (Pharmacology - NSAID's-Armando h	15-20 min	This illustrative video is about the Pharmacology of NSAID's
Video: (Aspirin and Prostaglandins - medicurio)	10-15 min	This illustrative video is about the Pharmacology of aspirin and prostaglandins.

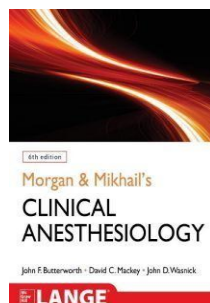
Video: (Opioid Drugs, Part 1: Mechanism of Action -medicurio)	15-20 min	This illustrative video is about the Pharmacology Of opioids and their mechanism of action.
Video: (Opioid Drugs, Part 2: Addiction and Overdose-medicurio)	20-30 min	This illustrative video is about the Pharmacology Of opioids and how addiction develops.
Video: (Pharmacogenomics: Genes and Medicine -medicurio)	10-15 min	This illustrative video is about pharmacogenomics, specifically how codeine overdose resulted to an infant dying.
Video: (Acupuncture and moxibustion of traditional Chinese medicine- UNESCO)	10-15 min	Non-pharmacologic treatment can be provided to pain patients. This video on acupuncture and moxibustion enlightens us.
Video: (An Easy Way to Understand how Acupuncture Works to Heal the Body- Scott Martin Acupuncture)	5-8 min	The title is self-explanatory.
Video: (Cognitive Behavioral Therapy (CBT) Simply Explained - Pinnacle of Man	5-8 min	The title is self-explanatory.
Video: (Meditation Addressing Pain- NCCIH)	4-6 min	Mindful meditation focuses on pain instead of masking it.
Video: (Understanding Pain Brainman chooses- Brainman)	3-5 min	We have a choice how to respond to pain.
SIM/Textbook/Journals	60 min	Students will read the SIM and textbooks to have more in-depth knowledge.
QUIZ	15-20 min	Students need to complete to be able to view the CREATIVE OUTPUT of LU 5 students last AY (to help/inspire them)

G. COURSE MATERIALS/LEARNING RESOURCES

1. **Self-Instructional Modules (SIM) 2020 (prepared by Dr. Dominic D. Villa)** – This will be uploaded in UVLE
2. **Textbooks/Journals**



a.



b.

Or any Pain Book available online/offline

3. **Videos**
 - a. **Virtual Tour of Pain Clinic, Modules 1-7, FLACC exercises, Pain Clinic Interview, and Regional anesthesia/Peripheral Nerve Block** will be uploaded in UVLE
 - b. **The videos not in UVLE are YouTube videos-** links as below:
 1. <https://www.youtube.com/watch?v=sXr5C0V8yvg> The Meaning of Pain (Teal Swan)
 2. <https://www.youtube.com/watch?v=5c8maFAhqlc> PAIN! Physiology - The Ascending Pathway, Descending Pain Pathway and the Substantia Gelatinosa (armando h.)
 3. <https://www.youtube.com/watch?v=fUKlpuz2VTs> Nociceptors - An Introduction to Pain (armando h.)
 4. <https://www.youtube.com/watch?v=u-fUfIFduxI> What is the Gate Control Theory of Pain - How Pain Perception Works (corporis)
 5. <https://www.youtube.com/watch?v=5txx4MQ77xM> Chronic Pain (Dr. J. Campbell)
 6. <https://www.youtube.com/watch?v=5KrUL8tOaQs> Understanding Pain in less than five minutes (Brainman)
 7. https://www.youtube.com/watch?v=b44KQ0sq_c4 Abdominal Pain | Digestive System (DrMatt & Dr Mike)
 8. <https://www.youtube.com/watch?v=H7rI9D5K0Xs> Neuropathic pain (Dr. J. Campbell)
 9. <https://www.youtube.com/watch?v=qhiMmNZjHRg> Pharmacology - Nonsteroidal Anti-Inflammatory Drugs (NSAIDs) (armando h.)
 10. https://www.youtube.com/watch?v=0YZ1vDzi_SM Aspirin and Prostaglandins (medicurio)
 11. <https://www.youtube.com/watch?v=s60KzN4GJdQ> Opioid Drugs, Part 1: Mechanism of Action (medicurio)
 12. <https://www.youtube.com/watch?v=vLFf6dlKrqu> Opioid Drugs, Part 2: Addiction and Overdose (medicurio)
 13. <https://www.youtube.com/watch?v=RXmrUhSSSl0> Pharmacogenomics: Genes and Medicine (medicurio)

14. <https://www.youtube.com/watch?v=G87SfHPHj0A> Acupuncture and moxibustion of traditional Chinese medicine (UNESCO)
15. <https://www.youtube.com/watch?v=JQA1HC2YmMY> An Easy Way to Understand how Acupuncture Works to Heal the Body (Scott Martin Acupuncture)
16. <https://www.youtube.com/watch?v=GqUQv0DfARg> Meditation Addressing Pain (NCCIH)
17. <https://www.youtube.com/watch?v=WhMmZJ3H1E8> Cognitive Behavioral Therapy (CBT) Simply Explained (Pinnacle of Man)
18. <https://www.youtube.com/watch?v=jlwn9rC3rOI> Understanding Pain Brainman chooses (Brainman)

H. GENERAL GUIDELINES

- This course will be uploaded and made accessible/available in UVLE at the beginning of the rotation.
- The students are expected submit assigned outputs (Deadlines TBA).
- Late submissions will not be accepted.
- The students should coordinate with assigned faculty regarding output submission, grading, and feedback.
- The course coordinators can assist students in any concern not explained in the Course Guide.
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