

SCHOOL ON TRANSITIONAL EPILEPSY CLINCS



Suggested Date: (During 2023, upon mutual agreement)

Time: 2 days

Facilitators: M. Mohammadi MD, M. Motamedi MD

School on transitional epilepsy clinic course is an intensive, 2-day course, designed to instruct in core competencies related to epilepsy diagnosis and pharmacologic treatment, and counseling (core competencies 1,2, 3, and 6) in epileptic patients.

Moderator: M. Motamedi MD

Professor, Neurology, and Epilepsy | Department of Pediatric Neurology, Tehran University of Medical Sciences

Faculty and Board Members

Will be selected and introduced by Iranian Chapter of ILAE and ILAE's educational committee

Learning objectives according to ILAE curriculum

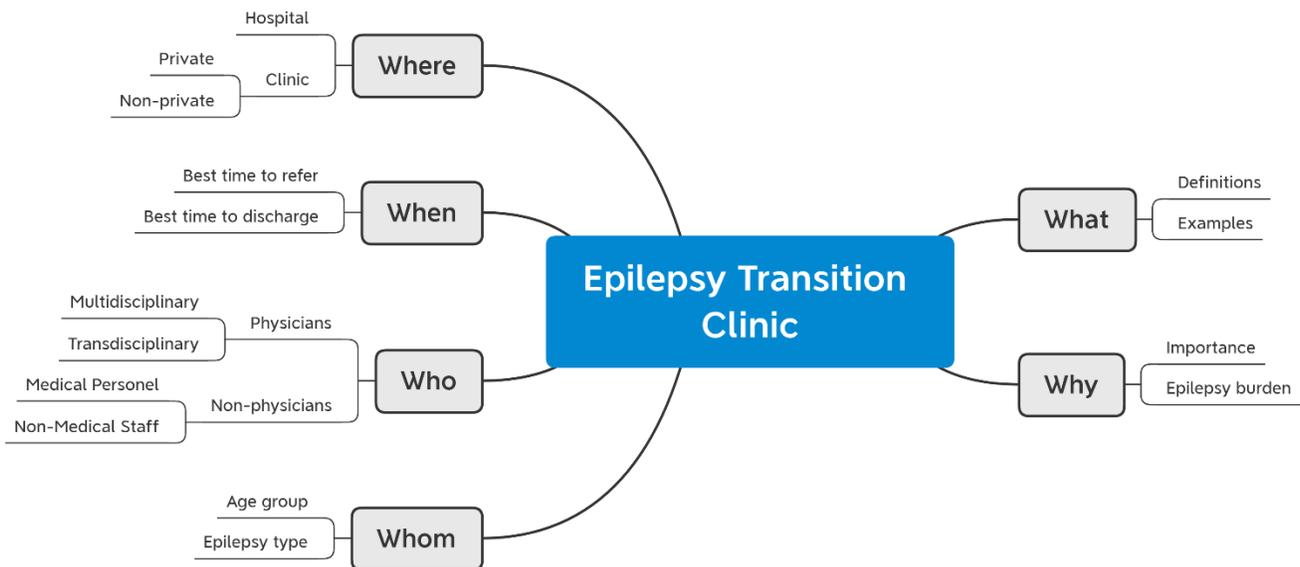
- 1.1.1 Describe the major etiologies for epilepsy (i.e. structural, genetic, infectious, metabolic, immune, and neurodegenerative), (L1).
- 1.2.1 Decide on which patients to do genetic testing, (L2).
- 1.2.2 Decide what type of genetic testing to conduct, (L3).
- 1.2.3 Interpret and apply the results of genetic testing accurately in the clinical context, (L3).
- 1.5.2 Decide on whom to do structural neuroimaging, (L1).
- 1.5.3 Decide when to conduct neuroimaging and repeat as needed, (L2).
- 1.8.2 Recognize the semiology of PNES and the use of video-EEG procedures and suggestion techniques in the diagnosis of suspected PNES, (L2).
- 2.1 Understand and address the culturally-appropriate aspects and consequences of the diagnosis of epilepsy, including stigma, (L1).
- 2.2.1 Provide guidance on social issues including school integration, work, legal, and related aspects, (L1).
- 2.2.2 Provide guidance regarding lifestyle matters, such as driving, sports, alcohol, stress, sleep, drug use, and non-adherence, (L1).
- 2.2.3 Provide guidance regarding safety issues related to seizures, (L1).
- 2.3.2 Educate patients and family about the disease specifics (e.g. prognosis, self-limiting, risk factors, etc.), (L2).
- 2.3.5 Provide information to patients regarding potential adverse effects of antiepileptic drugs, (L1).
- 2.4.1 Advise patients in remission, (L2).
- 2.4.2 Advise patients with uncontrolled seizures, (L2).

- 2.5 Recognize when to refer patients for higher level of care (e.g. prolonged video-EEG recording, pre-surgical evaluation, uncontrolled epilepsy, lesional epilepsy, epileptic encephalopathy, psychiatric comorbidity, genetic counseling, etc.), (L1).
- 2.6 Counsel women of childbearing age about the implications and management of epilepsy, (L2).
- 2.10.1 Understand and address the culturally appropriate aspects and consequences of the diagnosis of PNES, (L1).
- 2.10.2 Communicate information about the causes and consequences of PNES and the potential of psychological treatment, (L2).
- 2.10.3 Counsel patients about tapering inappropriate antiepileptic drugs and the role of other medications (anxiolytics, antidepressants) in PNES, (L2).
- 3.1.2 Demonstrate knowledge of pharmacokinetics and pharmacodynamics, (L1).
- 3.2.2 Recommend appropriate therapy according to epilepsy syndrome, (L2).
- 3.3.4 Define treatment strategies considering issues specific to sexual function and dysfunction, (L2).
- 6.1.1 Recognize psychiatric comorbidities, such as depression, anxiety, attention deficit and hyperactivity disorder, psychosis and autism spectrum disorders, (L2).
- 6.2 Demonstrate the ability to diagnose and manage somatic comorbidities, (L2).

Topical Concept Map

Target group

L1-L3 according to ILAE curriculum.



Format

Real with 30 to 35 participants, also could be run in blended (real and virtual simultaneously) format if the appropriate infrastructure is available.

Draft Program

	Item	Moderator
Day 1		
45min	Welcome, Introduction to school objectives	M. Motamedi
45min	Definitions and different models in the world	
1hr	Case presentation and small group discussion	Board Members
45min	Why it's an important issue?	
30min	Break and free discussions	
1hr	Adolescence; why it is a unique period of life?!	
45min	How to deal with adolescent epileptics? Group exercise and discussion on some cases	Board Members
1hr	Whom should be cared? (Different patients with different needs!)	
45min	Group exercise and discussion on some interesting cases	Board Members
Day 2		
1hr	Neurogenetics (how important it is in transition?!)	
30min	Group exercise and discussion on some cases	Board Members
1hr	Epileptic syndromes more seen in transition.	
30min	Case Presentation and discussion	Board Members
30min	Break	
1hr	Proper detection, and efficient intervention, and prognostication	
30min	Case based discussions	Board Members
1hr	How to approach at best?! (actual successful models in the world)	
30min	Suggestions for countries of lesser resources; small group discussion	Board Members
1hr	Discussion on survey done amongst Iranian neurologists	
45min	Post-test and wrapping up	

Language

The school will be hold in English but simultaneous translation will be available if indicated.

Evaluation

Kirkpatrick model (Level 1 and 2 by online posttest and survey)