SCHOOL ON PEDIATRIC EPILEPSY (EARLY INFANTILE SEIZURES)

ORGANIZED BY: DEPARTMENT OF CHILD NEUROLOGY AND EPILEPSY

Tehran annual school on pediatric epilepsy (early infantile seizures) course is an intensive, 3-day course designed to instruct in core competencies related to epilepsy diagnosis and pharmacologic treatment (core competencies 1,2, and 3) in infants and younger children.

Moderator: M. Mohammadi MD

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

Faculty and Board Members:

Mahmoud Mohammadi, Reza Azizimalamiri, Reza Shervin Badv, Bahram YarAli, Zahra Rezaei,

Mohsen JavadZadeh, Mohammad Barzegar, Mehran Beiraghi, Hossein Eslamieh, Sedygheh Nikbakht

Learning objectives according to ILAE curriculum

1.3.1 Learn and recognize the seizure semiology and distinguish it from other non-epileptic manifestations (L1)

1.3.2 Extract semiology information from patient history (L1)

1.3.3 Extract semiology information from video recordings (L1)

1.4.1 Determine whom should receive EEGs, be familiar with sensitivity and specificity, and how to interpret the report in the clinical context (L1)

1.5.3 Decide when to conduct neuroimaging and repeat as needed (L2)

2.3.2 Educate patients and family about the disease specifics (e.g. prognosis, self-limiting, risk factors, etc .) (L2)

2.7 Provide information and explain to a patient the concept of sudden unexpected death in epilepsy patients (SUDEP) and advise on the associated risks (L2)

2.9 Provide counseling specific to children with epilepsy and their parents, according to the epilepsy types (e.g. lifestyle, cognitive function and prognosis) (L2)

3.2.1 Recommend appropriate therapy according to seizure type (L1)

3.2.2 Recommend appropriate therapy according to epilepsy syndrome (L2)

3.2.4 Communicate information regarding the antiepileptic drug regimen (L1)

3.3.2 Define treatment strategies considering issues specific to neonates and very young children (L3)

3.3.5 Define treatment strategies considering genetic markers (L3)

3.3.6 Define treatment strategies for infectious causes of epilepsy and seizures (L1)

3.3.7 Define treatment strategies for immune-mediated causes of epilepsy and seizures (L3)

3.5 Identify patients who are drug resistant according to the current ILAE definition (L1)

Target group

L1-L3 according to ILAE curriculum

Format

Real, including 30 to 35 participants, and will be run in blended (real and virtual simultaneously) format, the appropriate infrastructure is available.

Draft Program

1. DAY 1
   a. Glossary and terms by gamification (Cross word) (1hr) (M. Mohammadi)
   b. Classification and semiology of seizures and epilepsy (demonstration and case presentation) (2hrs) (R. Sh. Badv)
   c. Semiology of seizure-like disorders in infancy and early childhood (demonstration and case presentation) (2hrs) (S. Nikbakht))
   d. Case presentation and buzz group discussions with focus on diagnostic modalities (i.e. mainly on EEG and imaging) (2hrs) (M. Beiraghi)
2. DAY 2
   a. Education and counseling the patients and their families (Two role play Scenario followed by group discussion) (2hrs) (Z. Rezaei)
      i. Case I: patient with benign familial neonatal seizure (1hr)
      ii. Case II: Patient with West syndrome due to TSC (1hr)
   b. How to deliver good and bad news (interactive lecture) (1hr) (Z. Rezaei)
   c. How to recommend appropriate therapy according to seizure type (Case based discussion) (1hr) (R. Azizimalamiri)
   d. How to recommend appropriate therapy according to epilepsy syndrome (Case based discussion) (1hr) (R. Azizimalamiri)
3. DAY 3
   a. What are the best treatment strategies (flip classroom on real cases) (1hr) (M. Javadzadeh)
   b. What are the best genetic test in different cases? (case based discussion on real scenarios) (2hrs) (R. Sh. Badv)
   c. How to deal with a seizure with the infectious origin? (real case presentation and group discussion) (1hr) (B. YarAli)
   d. How to deal with a seizure with autoimmune origin? (real case presentation and group discussion) (1hr) (H. Eslamieh)
   e. Who has refractory seizures and how to approach to? (real case presentation and group discussion) (1hr) (M. Barzegar)

Evaluation

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