

# **2018 Annual Report: Epilepsy Education Task Force**

## **Co-Chairs**

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## **Commission and Task Force Members**

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## **MC Liaison**

Sam Wiebe, Past Chair (Canada)

## **Goal**

Teaching of competencies in diagnosis and clinical management of epilepsy is of utmost importance for the ILAE. Moving to an “outcomes” or “competency-based” approach for the organization of educational materials will allow for a more systematic and strategic approach to developing educational offerings. Furthermore, it will make it possible to create formal programs for a variety of learner levels, which can be undertaken in a step-wise, self-paced fashion at various levels. Epilepsy Education (EpiEd) will develop tools to address this issue and pave the way towards a web-based, 21st century virtual campus and teaching academy.

## **Achievements**

EpiEd developed a competency-based curriculum for epileptology covering the spectrum of skills and knowledge for best medical practices. The curriculum encompasses seven domains, 42 competencies and 124 learning objectives, divided into three levels: entry (Level 1), proficiency (Level 2) and

advanced proficiency (Level 3). It will be available at the ILAE website and submitted for publication in the *Epileptic Disorders* journal.

Our survey of existing and ILAE endorsed teaching activities identified a significant gap in the education of basic knowledge of epileptology (Level 1). To bridge this gap, a web-based eLearning platform is being developed with the help of our new project manager, Eva Biesel. The first case-based and interactive pilot module has been developed in English, with the help of our YES member, Christoph Schoene-Bake, and was presented at the 2018 Annual Meeting in New Orleans.

### **Future Plans**

In 2019, we are planning to implement more case-based eLearning modules for Level 1 to cover the spectrum of most common epilepsies. All courses will be managed by a new web-based Learning Management System, extensively tested by our constituency to assess needs and to guarantee successful implementation of our program. Another goal is to make courses available in other languages, i.e. Spanish, Chinese, and Russian, and adapting the content to the specific socio-economic background(s) of the target audience.

We also plan to develop a virtual campus around the curriculum, integrating the various educational activities of the ILAE. Each teaching activity will be mapped to learning objectives as specified by the curriculum. Systematic implementation of post-course evaluation of achievements will be another milestone to be introduced into all ILAE-endorsed teaching activities in the near future.

Ingmar Blümcke, Co-Chair