

Table 4: Epilepsy Curriculum for Nurses: Domains, competencies and learning objectives

Domain		Competency and Learning Objectives	Level
1.0 Role of Nurse			
	1.1	Demonstrate working knowledge of the spectrum of care for people with epilepsy and their families. 1.1.1 Identify regional influences that may affect access to nursing care for people with epilepsy. 1.1.2 Identify key aspects of nurse's role in different settings (i.e., primary care, community, hospital, specialty care). 1.1.3 Differentiate nursing care needs of people with uncontrolled seizures compared to those with controlled seizures. 1.1.4 Identify health care providers and agencies involved in initial diagnosis and ongoing care of epilepsy/seizures in your region. 1.1.5 Describe the role of the nurse on a multidisciplinary epilepsy team. 1.1.6 Differentiate key aspects of nurse's role in a specialty or epilepsy specific setting.	1 1 1 1 2 2
	1.2	Recognize the role of stigma, culture, and family influences on perceptions of epilepsy and barriers to equitable access to care. 1.2.1 Identify myths and misconceptions about seizures and epilepsy that may contribute to stigma of epilepsy. 1.2.2 Recognize the role of stigma on availability of and access to resources for epilepsy care and services. 1.2.3 Analyze how personal beliefs may influence epilepsy care. 1.2.4 Explore ways nurses can work to expand access to and increase engagement with epilepsy care and services.	1 1 1 2
2.0 Epilepsy Basics			
	2.1	Demonstrate working knowledge of seizures and epilepsy. 2.1.1 Identify the criteria to diagnose seizures and epilepsy. 2.1.2 Describe the basic pathophysiology of seizures and epilepsy. 2.1.3 Categorize common causes of epilepsy according to age in your region. 2.1.4 Recognize common causes of provoked and unprovoked seizures among different age groups. 2.1.5 Distinguish between simple and complex febrile seizures. 2.1.6 Explain criteria for medication-resistant epilepsy. 2.1.7 Identify morbidity risks associated with seizures/epilepsy. 2.1.8 Describe major risk factors for sudden unexpected death in epilepsy (SUDEP) and other causes of increased mortality in epilepsy.	1 1 1 2 2 2 2 2
	2.2	Demonstrate working knowledge of nonepileptic events. 2.2.1 Identify health problems or conditions that may mimic seizures. 2.2.2 Describe common causes of nonepileptic events. 2.2.3 Differentiate features of physiological nonepileptic events and functional/dissociative seizures.	1 1 2
	2.3	Demonstrate working knowledge of how seizures and epilepsy are diagnosed. 2.3.1 Describe key aspects of the clinical history and observation that are important for diagnosis of seizures. 2.3.2 Identify common tests and tools used in the evaluation of seizures, including potential etiologies. 2.3.3 Describe the rationale for and limitations of different types of EEG testing. 2.3.4 Discuss the rationale for brain imaging.	1 1 1 1

		2.3.5 Discuss patient characteristics that may indicate the need for additional testing to clarify diagnosis, assess treatment response, or localize seizure activity.	2
		2.3.6 Identify components of a comprehensive diagnostic workup of patients with drug/medication-resistant epilepsy and people with complex or rare epilepsy syndromes.	2
	2.4	Demonstrate working knowledge of seizure types according to ILAE seizure classification. 2.4.1 Describe clinical features of generalized and focal seizures. 2.4.2 Differentiate between a focal preserved and focal impaired consciousness seizure. 2.4.3 Identify when a seizure may be categorized as having an unknown onset. 2.4.4 Describe seizures using the ILAE basic seizure classification. 2.4.5 Describe seizures using the ILAE advanced seizure classification. 2.4.6 Apply advanced seizure classification to differentiate focal and generalized seizure types. 2.4.7 Differentiate major features of the postictal phase of focal and generalized seizures.	1 1 1 1 2 2 2
	2.5	Demonstrate working knowledge of epilepsy types and syndromes and their implications for nursing care. 2.5.1 Describe common age-related epilepsy syndromes. 2.5.2 Discuss comorbidities that may be associated with common epilepsy syndromes. 2.5.3 Apply knowledge of comorbidities to assessment and care of people with specific syndromes.	2 2 2
3.0 Nursing Assessment			
	3.1	Demonstrate working knowledge of seizure recognition and assessment. 3.1.1 Identify type and location of symptoms, responsiveness, consciousness, and duration (semiology) of common seizure types. 3.1.2 Differentiate between single, cluster and prolonged seizures, and status epilepticus. 3.1.3 Identify possible triggers (lifestyle, environmental, behavioral) or health conditions that could exacerbate or affect seizures. 3.1.4 Describe key components of seizure or ictal assessments. 3.1.5 Describe EEG changes that may be associated with seizure activity within setting and scope of practice.	1 1 1 2 2
	3.2	Utilize knowledge of seizure types, postictal phase, and seizure semiology to assess safety risks for people with epilepsy. 3.2.1 Recognize personal safety risks during a seizure and the postictal phase. 3.2.2 Recognize high risk activities for people with changes in responsiveness, consciousness, or behavior that may increase risk of injury. 3.2.3 Assess potential for postictal psychosis and other behavior changes after seizures. 3.2.4 Apply appropriate seizure precautions to care settings and individualize according to risk profiles. 3.2.5 Apply knowledge of seizure triggers and comorbidities in assessment of safety risks. 3.2.6 Develop plans to minimize risk for postictal psychosis and other behavioral changes after seizures.	1 1 1 1 1 2
	3.3	Tailor key components of epilepsy history and assessment to different patient populations. 3.3.1 Describe common risk factors for development of epilepsy. 3.3.2 Incorporate patient and family observations, home recordings, and other self-reported data into symptom history.	1 1

		3.3.3 Assess the relationship between impact of epilepsy and a person's general health/wellness and quality of life.	1
		3.3.4 Incorporate gender-specific factors in assessment of people with epilepsy across the lifespan.	2
		3.3.5 Apply knowledge of aging to assessment of older persons with seizures.	2
		3.3.6 Apply knowledge of age and developmental stages into assessment of children and youth with epilepsy.	2
		3.3.7 Incorporate knowledge of epilepsy and age-related differences into planning transitions of care between healthcare providers and settings.	2
		3.3.8 Recognize how social determinants of health may impact regional differences in epilepsy.	2
	3.4	Demonstrate knowledge of cognitive, mood, and somatic comorbidities in the assessment and care of people with epilepsy.	
		3.4.1 Identify common physical and mental health conditions (comorbidities) that may co-exist with epilepsy.	2
		3.4.2 Recognize ways that physical or emotional events may affect people with epilepsy and the importance of stress management approaches.	2
		3.4.3 Incorporate reports of sleep, cognition, mobility, mood, and behavior into epilepsy nursing assessment.	2
		3.4.4 Apply knowledge of comorbidities to appropriate screening and referral strategies.	2
	3.5	Identify components of assessment and triage of people with new-onset seizures, appropriate to scope of practice.	
		3.5.1 Describe critical aspects and components of first seizure assessment.	2
		3.5.2 Assess safety concerns for people with newly diagnosed seizures/epilepsy.	2
		3.5.3 Identify readiness for discussing risks of premature death in persons with epilepsy, as appropriate to setting and nursing role.	2
	3.6	Identify critical areas of assessment in people with cognitive disabilities, neurodevelopmental disabilities, and rare epilepsy syndromes.	
		3.6.1 Incorporate reports from family and other care partners in assessment of a person with epilepsy and other disabilities.	2
		3.6.2 Recognize impact of neurodevelopmental disabilities on seizures and use of antiseizure medications.	2
		3.6.3 Identify ways that epilepsy and disabilities impact a person's ability to undergo diagnostic testing and procedures.	2
4.0 Nursing Care			
	4.1	Describe appropriate first aid response to different types of seizures.	
		4.1.1 Describe general principles of care during a seizure.	1
		4.1.2 Describe how to tailor first aid to a person during focal, generalized, and unknown seizure types.	1
		4.1.3 Identify when and how to call for emergency help during/after a seizure.	1
		4.1.4 Recognize types of injuries that may require emergency care.	1
	4.2	Demonstrate working knowledge of nursing response to potential and actual seizure emergencies, relevant to scope of practice and setting.	
		4.2.1 Describe seizures based on semiology and differences between seizure clusters, prolonged seizures, and status epilepticus.	1
		4.2.2 Recognize when a seizure may become a seizure emergency.	1
		4.2.3 Recognize characteristics of convulsive and nonconvulsive status epilepticus.	1
		4.2.4 Describe initial nursing care, including airway management, of a person during status epilepticus, relevant to practice setting.	2
		4.2.5 Apply understanding of guidelines for managing status epilepticus and institutional/local policies for the administration of antiseizure medications.	2

		4.2.6 Discuss the nursing care of a patient requiring continuous EEG monitoring during status epilepticus.	2
	4.3	Demonstrate working knowledge of care for patients undergoing diagnostic testing. 4.3.1 Apply seizure precautions for people with epilepsy hospitalized for medication changes, EEG monitoring, and presurgical evaluations. 4.3.2 Apply knowledge of seizure semiology and purpose of testing to tailor seizure or ictal assessments. 4.3.3 Prepare patients for EEG and imaging studies within scope of practice and setting.	1 2 2
	4.4	Demonstrate working knowledge of antiseizure medications, adverse events, and drug interactions for care of people with seizures of different ages and gender. 4.4.1 Describe benefits and risks of treatment with antiseizure medications available in your region. 4.4.2 Recognize common adverse effects of antiseizure medications. 4.4.3 Identify barriers to taking medications as prescribed for people with epilepsy. 4.4.4 Identify factors involved in selection and tolerability of antiseizure medications. 4.4.5 Evaluate response to prescribed antiseizure medications. 4.4.6 Tailor drug regimens to enhance medication adherence. 4.4.7 Apply knowledge of drug interactions to patient safety and management. 4.4.8 Identify patients who may benefit from rescue therapy and barriers to their use. 4.4.9 Be aware of essential antiseizure medications as suggested by WHO and the potential impact on practice.	1 1 1 2 2 2 2 2 2
	4.5	Demonstrate working knowledge of treatment options for drug/medication resistant epilepsy. 4.5.1 Evaluate the benefits and risks of non-drug options for drug-resistant epilepsy, including surgery, dietary therapy, and neuromodulation. 4.5.2 Provide education and support to people undergoing evaluation and treatment for drug-resistant epilepsy. 4.5.3 Identify special considerations for individuals using dietary therapy for epilepsy. 4.5.4 Illustrate monitoring, programming, education, and safety needs for people with neuromodulation devices for epilepsy. 4.5.5 Apply pre and postoperative care to people undergoing surgical treatment for epilepsy.	2 2 2 2 2
	4.6	Demonstrate working knowledge of epilepsy care coordination and resource management relevant for setting. 4.6.1 Recognize when and how to refer a person to a higher level of epilepsy care. 4.6.2 Discuss appropriate resources for people to obtain antiseizure medications. 4.6.3 Identify sources of support and education for individuals/families in your region. 4.6.4 Provide information and referrals about community resources. 4.6.5 Discuss use of the WHO mhGAP Intervention Guide on management of behavioral issues for people with epilepsy in relevant areas. 4.6.6 Facilitate collaboration and resource-sharing among epilepsy/neurology nurses and other nurses from both hospital and community settings.	2 2 2 2 2 2
5.0 Self-Management Education and Care			

	5.1	Demonstrate working knowledge of epilepsy self-management and strategies to individualize care and education. 5.1.1 Apply communication strategies that promote engagement, empowerment, and collaboration among people with epilepsy and families. 5.1.2 Explore the impact of knowledge and beliefs of seizures/epilepsy on self-management needs. 5.1.3 Assist people with epilepsy and families to identify self-management priorities and impact on their health and well-being. 5.1.4 Assist people to identify needs for additional supports. 5.1.5 Incorporate cultural sensitivity and awareness when educating people about epilepsy. 5.1.6 Tailor communication strategies to enhance patient and family engagement, empowerment, and collaboration.	1 1 1 1 1 2
	5.2	Educate people with epilepsy, families, and care partners about seizure recognition and first aid. 5.2.1 Describe how to recognize and assess changes in awareness, behavior, features, pattern, and length. 5.2.2 Describe how to keep a person safe during focal and generalized seizures. 5.2.3 Ensure that people know how to respond during a seizure. 5.2.4 Illustrate when to call for help and when a seizure may be an emergency situation.	1 1 1 1
	5.3	Demonstrate working knowledge of seizure action plans and individualizing use of rescue therapies. 5.3.1 Demonstrate how to create, use, and maintain seizure action plans. 5.3.2 Educate people on the role of rescue therapies in managing seizures. 5.3.3 Ensure that people with epilepsy and families have the knowledge, skills, and resources to use rescue therapies safely when prescribed.	1 1 2
	5.4	Educate people with epilepsy, families, and care partners on use of antiseizure medications, surgical therapy including neuromodulation, adverse events, and adherence strategies within scope of practice. 5.4.1 Ensure that people with epilepsy and families have the knowledge, skills, and resources to obtain access to antiseizure medications and surgical treatment if prescribed. 5.4.2 Ensure that people with epilepsy and families have the knowledge and skills to manage medications and neuromodulation devices on a daily basis. 5.4.3 Counsel people with epilepsy/families on how to recognize and respond to adverse effects and drug interactions. 5.4.4 Discuss the importance of adherence to follow-up care and treatment recommendations with people with epilepsy/families. 5.4.5 Tailor adherence strategies to address factors influencing medication and neuromodulation device management.	1 1 1 1 2
	5.5	Counsel people on strategies for seizure observation and recording, trigger management, and safety management. 5.5.1 Describe importance of tracking seizures and triggers to share with family and health care team. 5.5.2 Tailor methods of tracking seizures and triggers to capabilities and resources of people with epilepsy and families. 5.5.3 Educate people with epilepsy and families on lifestyle modifications to lessen triggers of seizures. 5.5.4 Provide guidance on situations in which seizures may result in injury or adverse events. 5.5.5 Tailor strategies for safety management to age, seizures, cognitive ability, lifestyle, and settings.	1 1 1 1 2
	5.6	Counsel patients, families, and care partners about SUDEP and other causes of premature death relevant to role and practice setting.	

		5.6.1 Ensure that people with epilepsy and families discuss causes and risk factors for SUDEP and other causes of mortality with their care team.	1
		5.6.2 Demonstrate strategies to manage risks for SUDEP and premature death.	2
	5.7	Individualize strategies to address psychosocial challenges including education, employment, social aspects, and emotional/mental health. 5.7.1 Identify strategies to manage impact of epilepsy on family and social relationships. 5.7.2 Counsel people with epilepsy and families on rights and resources affecting education, employment, and discrimination. 5.7.3 Assist people with epilepsy and families to identify needs and resources to address social and emotional/mental health challenges. 5.7.4 Advocate on behalf of people with epilepsy and families for access to care and resources to manage psychosocial challenges.	1 1 1 1
	5.8	Educate people with epilepsy, families/care partners about treatment options for non-epileptic events. 5.8.1 Ensure that people with epilepsy and families have plans for recognizing, responding to, and treating nonepileptic/functional dissociative events. 5.8.2 Assist people with epilepsy/families to identify needs and resources for managing comorbidities and the consequences associated with nonepileptic events.	2 2
	5.9	Counsel people with epilepsy and their families/care partners on strategies for managing drug-resistant epilepsy. 5.9.1 Ensure that people with epilepsy/families can describe the causes and consequences of uncontrolled seizures. 5.9.2 Facilitate discussion of benefits and risks of treatment for drug-resistant epilepsy. 5.9.3 Develop plans for managing and navigating treatment process. 5.9.4 Tailor strategies to support emotional health of people with epilepsy and families during and after the treatment process.	2 2 2 2
	5.10	Apply knowledge of cognitive and behavioral disabilities when educating people with epilepsy, families/care partners. 5.10.1 Recognize cognitive and behavioral factors affecting person's ability to manage their epilepsy. 5.10.2 Assist people with epilepsy/families to develop plans and identify resources for managing comorbidities including impact on seizures/epilepsy. 5.10.3 Tailor plans for managing and navigating self-management needs. 5.10.4 Advocate for people with epilepsy and families to access health care and community resources to assist with self-management and independent living needs.	2 2 2 2
	5.11	Counsel people with epilepsy, families/care partners about hormonal issues, reproductive health, and parenting throughout the lifespan. 5.11.1 Describe the bidirectional relationship between hormones and epilepsy. 5.11.2 Identify impact of epilepsy and its treatment on hormonal function and reproductive challenges. 5.11.3 Tailor plans to maximize seizure control and lessen risks for people of child-bearing potential including during and after pregnancy. 5.11.4 Tailor self-management education and resources to support breastfeeding, safe parenting, and emotional health. 5.11.5 Advocate for people with epilepsy and families to access appropriate care for reproductive health and parenting.	2 2 2 2 2

Note:

Level 1 = Core level

Level 2 = Proficient level

