

DRNC Partners Patient Education Series

Course Map — Cycle 4 State

Course: Understanding Your Epilepsy **Date:** May 11, 2026 **Cycle state:** Cycle 4 closeout (revisions locked; SME review pending; platform R1 unresolved) **Prepared by:** Michael Sanford, CandOracle Consulting, LLC

Reading This Map

Each row maps a single Module-Level Objective (MLO) to its Course-Level Objective (CLO) parent, its Bloom tier (post-Cycle-4), the learning activity that scaffolds the cognitive operation, and the assessment that measures it. Rows marked **NEW** were introduced or modified in Cycle 4. Rows marked **R1-blocked** depend on platform short-text capability confirmation before the associated constructed-response assessment can be authored.

Course-Level Objectives (Cycle 4 State)

CLO	Text	Bloom tier	Summative measurement
CLO 1	Describe epilepsy as a brain disorder that causes recurring, unprovoked seizures and identify at least two common types of seizures, using plain, non-technical language.	Understand / Remember	Assessment CC (selected-response)
CLO 2	Explain in your own words the purpose of your prescribed seizure medication(s), including at least two common side effects, without referring to outside materials.	Understand / Remember	Assessment CC (selected-response)
CLO 3	Given a set of realistic daily scenarios, apply at least two strategies for taking seizure medication	Apply	Assessment B-SC (co-summative) + Assessment CC

	consistently and on time.		
CLO 4	When presented with common post-seizure or medication-related situations, decide whether to manage the situation at home, call the neurologist's office, or call 911, correctly matching at least four out of five scenarios to the appropriate response.	Evaluate	Assessment CC + Assessment C-Triage + Assessment D-Triage
CLO 5	State the current Georgia legal requirements for driving after a seizure and explain why following these rules matters for personal and public safety.	Remember / Understand	Assessment CC (selected-response)
CLO 6	Using a provided template, prepare a simple question list or seizure diary entry suitable for a follow-up clinic visit and identify at least two trusted sources of epilepsy information.	Create (Synthesis) / Remember	Assessment D-QList (co-summative) + Assessment D-Diary (co-summative) + Assessment CC

Module A — Understanding Your Diagnosis

MLO	Text (Cycle 4 state)	Bloom tier	Activity	Assessment	Cycle 4 status
A1	Define epilepsy in your own words as a brain disorder that causes	Understand / Analyze	A-Anim	A-KC (MC) + A1 short-text constructed-response item with model-	NEW — R1-blocked

	recurring, unprovoked seizures, distinguishin g it from a single seizure or seizures caused by other medical events.			answer self- evaluation	
A2	Identify at least two common types of seizures (such as focal and generalized) and describe one visible feature of each type that a patient or family member might observe.	Remember / Understand	A-Compare	A-KC (MC)	Unchanged
A3	Explain in plain language that not all seizures mean a person has epilepsy, and that the diagnosis is based on a pattern of recurring, unprovoked events as determined by your	Understand	A-Anim	A-KC (MC)	Unchanged

A4	neurologist. Identify at least two trusted sources for epilepsy information and, given an example internet search result, select the best explanation of why it may be inaccurate or misleading.	Remember / Apply (scenario-selection)	A-Source	A-KC (scenario-based MC)	REVISED — verb lowered; scenario-selection format preserves Apply-adjacent cognitive aim
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Module B — Your Seizure Medications

MLO	Text (Cycle 4 state)	Bloom tier	Activity	Assessment	Cycle 4 status
B1	Explain in your own words the purpose of the seizure medication(s) your neurologist has prescribed, including how the medication helps prevent seizure activity.	Understand	B-Narr	B-KC (MC) + B-SelfCheck (new constructed-response, SME-gated model answer)	NEW — R1-blocked, SME-gated
B2	Identify at least two common side effects of	Remember / Understand	B-Cards	B-KC (MC)	Unchanged

	seizure medications and describe what each one might feel like or look like in daily life.				
B3	Given a list of daily scenarios involving schedule disruptions (such as travel, a missed dose, or illness), choose the correct action for maintaining medication adherence in at least three out of four scenarios.	Apply / Evaluate	B-SC	B-SC (elevated to co-summative for CLO 3)	ELEVATED
B4	Explain why taking seizure medication consistently — even when feeling well — is important for reducing the risk of breakthrough seizures, emergency room visits, and hospitalizations.	Understand	B-Narr + B-Reflect	B-KC (MC)	Unchanged
B5	Distinguish	Analyze	B-Cards + B-	B-Sort	Unchanged

between side effects that can be discussed at a scheduled appointment and symptoms that require contacting the neurologist's office right away, correctly categorizing at least three out of four example situations.

Sort

Module C — Staying Safe Day to Day

MLO	Text (Cycle 4 state)	Bloom tier	Activity	Assessment	Cycle 4 status
C1a	Identify at least three common seizure triggers (such as missed sleep, missed medication doses, illness, or alcohol use).	Remember / Understand	C-Triggers	C-KC (matching)	NEW — split from C1, faithful first half
C1b	For one trigger you identified in C1a, describe one specific step you can take to	Apply / Create	C-Triggers	C-KC short-text constructed-response with model-answer self-evaluation	NEW — split from C1; R1-blocked

	reduce it in your daily routine.				
C2	Given a description of someone having a seizure, apply basic seizure first aid steps in the correct sequence, including what to do and what not to do, matching at least four out of five recommended actions.	Apply	C-FA	C-FA (sequencing sub-task)	Unchanged
C2b	Distinguish between recommended first-aid actions and actions to avoid during a seizure.	Analyze	C-FA	C-FA (avoid-this-action sub-task)	NEW — names the unstated objective the assessment already measures; SME-gated
C3	When presented with five realistic post-seizure or medication-related scenarios, decide whether the appropriate response is to manage at home using	Evaluate	C-Triage	C-Triage (branching scenarios)	Unchanged

	self-care strategies, call the neurologist's office, or call 911, correctly matching at least four of the five.				
C4	State the current Georgia legal requirement for how long you must be seizure-free before you can legally drive, and explain in your own words why this rule exists to protect both your safety and the safety of others on the road.	Remember / Understand	C-Drive	C-KC (MC) + C-DriveSelfCheck (new constructed-response, SME-gated regulatory model answer)	NEW — R1-blocked, SME-gated
C5	Identify correct summaries of at least two safety precautions for daily activities (such as bathing, cooking, or swimming) that reduce the risk of injury if a seizure	Remember / Understand	C-Safety	C-KC (MC)	REVISED — verb lowered from “summarize” to “identify correct summaries” per matrix example

were to
occur.

Module D — Managing Your Health Between Visits

MLO	Text (Cycle 4 state)	Bloom tier	Activity	Assessment	Cycle 4 status
D1	Use a provided template to write down at least three questions or concerns to bring to your next neurologist appointment, drawing from topics covered in the course.	Apply / Create	D-QList	D-QList (elevated to co-summative for CLO 6)	ELEVATED
D2	Record a sample seizure diary entry using a provided format, including the date, time, seizure type or description, possible trigger, and any actions taken, with all five fields completed accurately.	Apply	D-Diary	D-Diary (elevated to co-summative for CLO 6)	ELEVATED
D3	Explain why preparing questions and keeping a seizure diary before	Understand	D-Explain	D-KC (MC)	Unchanged

	your visit helps you get better care and reduces the need to call the clinic afterward for information you may have forgotten.				
D4	Decide, given three example situations that might arise between appointments, whether to handle the concern using course materials and self-management strategies, call the neurologist's office during business hours, or seek emergency care, selecting the correct response for all three.	Evaluate	D-Triage	D-Triage	Unchanged

Summary of Cycle 4 Structural Changes

The Cycle 4 revisions affect ten of the twenty-three MLOs in the inventory. Four MLOs are new (A1's added short-text item, C1a and C1b as a split of the former C1, C2b naming the avoid-action discrimination task, and the B-SelfCheck and C-DriveSelfCheck items attached to B1 and C4). Two MLOs have revised wording at the objective level (A4 lowered to scenario-selection, C5

lowered to “identify correct summaries”). Three assessments have been elevated to co-summative status (B-SC for CLO 3, D-QList and D-Diary for CLO 6). One documentation change is recorded against Assessment CC (removal of the “transfer rather than simple recognition” claim).

Five new or modified items depend on confirmation that the asynchronous platform supports short-text constructed-response input and model-answer rubric display (Risk R1 in the Course Revision Work Plan). Three items require Dr. Horton’s clinical or regulatory sign-off and are bundled in the SME Review Packet dated May 11, 2026.

End of Course Map, Cycle 4 state.