

Study shows impact of education on epilepsy care in Saudi Arabia

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Epilepsy is a neurological condition characterized by recurrent seizures, which can lead to various psychological problems. While most cases are idiopathic, some may result from brain injury, stroke, or genetic

mutations.

In children, seizures can have different origins and sensitivity to drugs, requiring careful consideration by doctors. Symptoms range from mild to severe, including confusion, staring spells, uncontrollable movements, and loss of consciousness. The prevalence of epilepsy in Saudi Arabia is significant, with studies indicating insufficient knowledge among the public and schoolteachers.

A recent study conducted in the Kingdom of Saudi Arabia has assessed the effectiveness of an educational program aimed at improving the knowledge and first-aid skills of caregivers of epilepsy patients. The study, titled "Assessing Knowledge and First-aid Practice Scores of Caregivers of Epilepsy Patients Before and After an Educational Programme," provides valuable insights into the impact of education on epilepsy care in Saudi Arabia.

The findings are [published](#) in *The Open Public Health Journal*.

A multidisciplinary team of researchers from Malaysia, Saudi Arabia and The Netherlands conducted a survey before and after an intervention, in neurology clinics throughout Saudi Arabia, focusing on the local community. Information was gathered through a pretested, semi-structured questionnaire administered by interviewers.

Before the intervention, a survey involving 586 caregivers revealed that nearly 60% lacked sufficient knowledge about [epilepsy](#). However, after the educational program, this percentage decreased significantly to 23.2%. Similarly, prior to the intervention, 84% of caregivers lacked adequate knowledge of first-aid practices, which decreased to 32.4% post-education.

Residence in Western regions of Saudi Arabia was associated with lower

scores in first-aid practice knowledge, both before and after the intervention. Conversely, having a [university degree](#) or [higher education](#) was positively correlated with higher knowledge scores, both pre-intervention ($T=-4.564$; p

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