



IMMACULATA REGIONAL HIGH CONCUSSION AND HEAD INJURY PROTOCOL

Hundreds of thousands of young athletes head out to fields, ice, and gymnasiums to practice and compete in a wide variety of athletics. Without a doubt participating in sports are and can be a great way for youth to stay healthy, as well as learn important leadership and team-building skills. But medical researchers have discovered young athletes, especially kids and teens, often don't recognize their own limitations; especially when they have a concussion. Furthermore, concussions can have long term impacts on youth such as their health, memory, learning, and even their survival. This has led to a new effort to improve prevention, recognition, and response to sports-related concussion.

That is where you come in! It is up to you now and it is your responsibility, as the head of athletics, to help recognize and make the call to pull an athlete off the field, ice, or court if you think that player might have a concussion. Your task will be to develop a manual detailing the concussion and head injury protocol for all coaches, parents, and student-athletes that fall under your program.

All sub-sections items below must be included in your manual:

- **Laws**
 - Any or new laws pertaining to concussion or head injuries that need to be discussed

- **Definition and Statistics**
 - Original definition and all stats that are available first in Canada and then offer USA and other countries.

- **Common Causes**
 - Potential for concussions in athletics which includes situational examples such as blows to the head or fall, hits to the torso (body)
 - Trauma from athletic equipment (balls, bats).

- **Signs and Symptoms-** (remember that concussions can occur without loss of consciousness and even a brief loss of consciousness should be taken seriously).
 - What are the signs and symptoms? (exhibiting signs after concussion)
 - What do you do when even one of the signs or symptoms is evident?



- **Treatment**

- What does this look like and who administers this?
- Who should be informed?
- When is it safe for an athlete to come back?
- Time length for a typical concussion vs. serious concussion?
- Multiple concussions?

- **Action Plan for a Suspected Concussion**

- What does this look like? What are the steps (explain and place in numerical order) that need to occur when there are those danger signs? (slurred speech or seizures)
- Remember these steps are extremely important and could mean life or death for an athlete
- Include a list of documentation (contract/forms/checklists) that are included

Deliverables

Your concussion manual should have an introduction, include all the sub sections, step-by-step Action Plan instructions accompanied by pictures and/or visuals of the major steps, a summary, a final assessment, and an appendices section. Your final product will be a 6–10-page training manual. You will submit your final draft (via email) in Word document format. Your manual should include the following:

1. **Title Page.** Include a title, your name, course name, and date. You may also want to include an appropriate graphic.
2. **Table of Contents.** Include titles and page numbers for each of the sections listed here, in addition to the sub-sections of your manual.
3. **Introduction.** Introduce the manual by stating the goal and objectives and a brief explanation of the scope (what does it entail/what is its purpose) of your manual.
4. **Sub-Sections.** Include all sub-sections items:
 - **Laws**
 - **Definitions and Statistics**
 - **Common Causes**
 - **Signs and Symptoms**
 - **Treatment**



- **Step-by-Step Action Plan Instructions.** Your step-by-step instructions (in sequence) must be well-written and clearly explain each step in the process.
5. **Pictures/Visuals.** If the manual involves a demonstration process and or procedure, include pictures of key steps (i.e.)> Action Plan
 6. **Summary.** Summarize the manual. Review what was covered and explain where the learners can go from here for additional help, training, or practice.
 7. **Assessment.** Include a form of assessment to check for understanding. The assessment may be a written exam (T & F and or Multiple Choice) to test learner's understanding of the manual and the materials within.
 8. **Resources.** Include all (contract/forms/checklists) and place in the Appendices (title page> placed at the end) section of manual.

Evaluation:

Your manual will be assessed using the following rubric:

- Structure and Organization.** Content is aligned with goal and objectives. The content is well-organized and flows in a sequential and logical sequence. /20
- Use of Graphics.** Visual's support and enhance the manual and are of high quality. /10
- Spelling and Grammar.** There are no spelling or grammatical errors. /10
- Assignment Instructions.** Manual addresses all required elements and adheres to assignment instructions. Manual and its components (#1-8) are all included which combined result in a quality final product. /35
- Assessment.** Appropriate for assessing learner's understanding of the materials. /10
- Project Submission.** Manual was submitted on time, was correctly sent to instructor in Word format. /15
- Total Points: /100**