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The Occupational Performance of Student-Athletes Post-Concussion: A Guide for Coaches and Athletic Trainers

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The Occupational Performance of Student-Athletes Post-Concussion: A Guide for Coaches and Athletic Trainers

Baylee Felts, OTD; Mary Smith, PhD, OTR/L, Danielle Cade, OTR/L

BACKGROUND

- A concussion is a brain injury triggered by a blow or jolt to the head that causes the brain to accelerate and decelerate within the skull (CDC, 2019)
- 1.6-3.8 million concussions are diagnosed yearly in the United States, 30% in pediatric patients (Hobbs et al., 2016)
- Sports injuries are the cause for most pediatric patients to be diagnosed with concussions (Hobbs et al., 2016)
- OTs help coaches and athletic trainers (ATs) assist student-athletes in participating in sports and understand signs and symptoms for the best outcomes after concussion (Finn, 2019; Vargo et al., 2015)

PROBLEM

Student-athletes who have experienced a concussion may demonstrate residual deficits in areas of cognition, visual perception, and psychosocial functioning. Coaches and ATs may not know how to adapt and assist the student-athletes in their performance in sports and athletic pursuits.

PURPOSE

To develop a guidebook for coaches and ATs to use when working with student-athletes with concussions to increase occupational performance

METHODS

Pre-Development Phase

- Based on needs assessment and observations, coaches and ATs requested information for students and parents and specific sports adaptations

Development Phase

- Creation of the guidebook

Implementation Phase

- Deliverables within the guidebook were created for parents and students
- The guidebook was sent to DCC, mentor, site supervisor, and peers

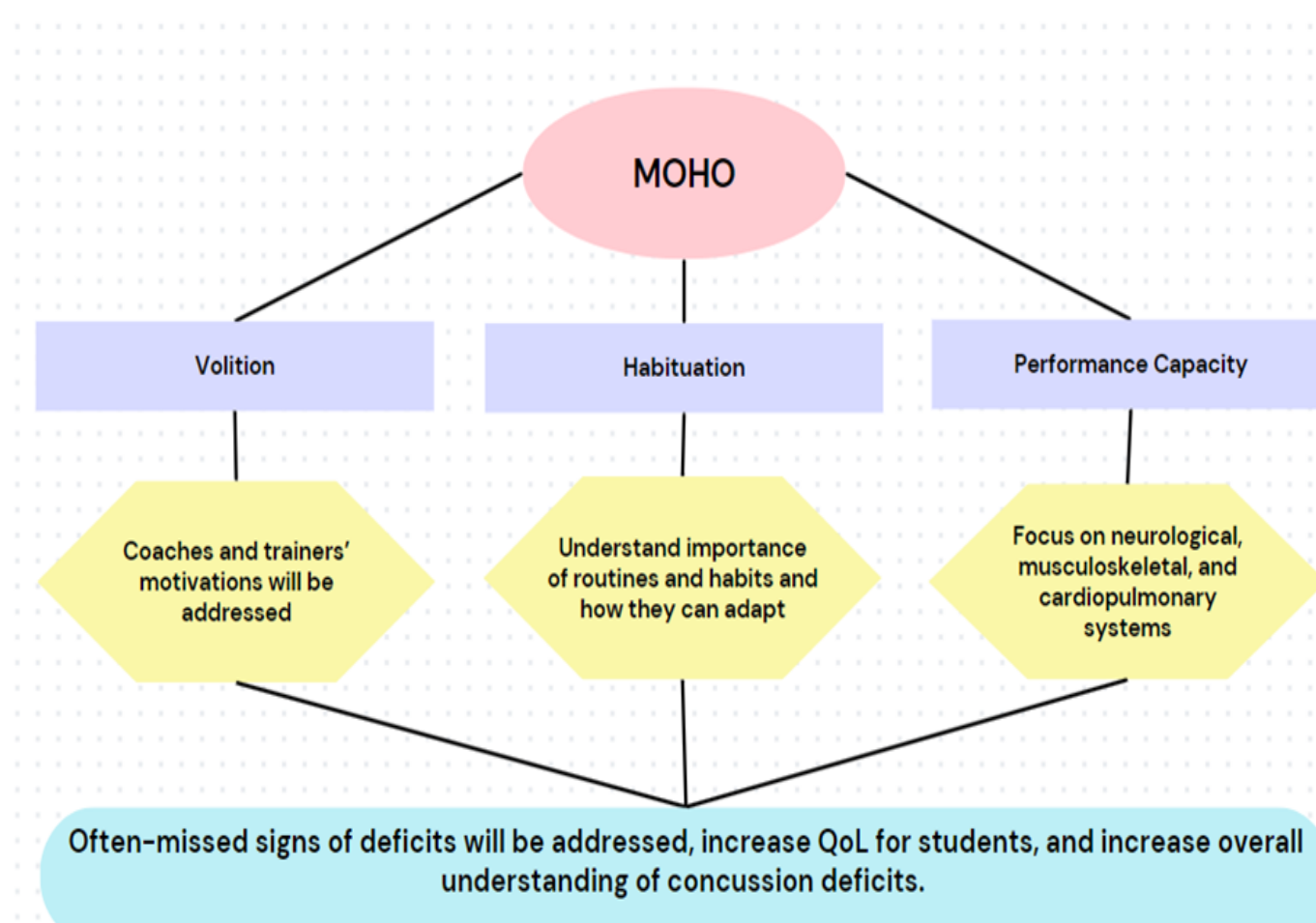
Revision Phase

- Based on feedback, revisions included a user-friendly guide for ATs, coaches, and parents

Dissemination Phase

- The guidebook was distributed virtually to coaches and ATs
- Link on social media
- Sent to the Concussion Awareness Training Tool team, per request

MOHO



This project did not involve human subjects and does not require IRB approval.

PROJECT

GUIDEBOOK COMPONENTS

CHAPTER 1: BACKGROUND

- Background of concussions in student athletes

CHAPTER 2: OCCUPATIONAL THERAPY

- Description of OT
- OTs role in concussion management

CHAPTER 3: CONCUSSIONS

- Understanding anatomy of the brain
- Defining concussions
- Understanding Texas Law regarding concussions
- Risks, lasting effects, and limitations from concussions
- Understanding symptoms
- Debunking common myths about concussions

CHAPTER 4: CONCUSSIONS IN STUDENT-ATHLETES

- Identifying a concussion
- Speaking to students and parents about concussions
- Explaining how concussions affect scholastic work
- Concussions explained by sport

CHAPTER 5: ADAPTATIONS

- How to identify if adaptations are needed
- What adaptations could be made

CHAPTER 6: RESOURCES

- Further resources and QR code for references were provided

LINK TO GUIDEBOOK



REFERENCES



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