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Enhancing Concussion Education and Documentation within Belmont University's Athletic Department

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Enhancing Concussion Education and Documentation within Belmont University's Athletic Department

Jenna Ogle, OTD/S

Belmont University, School of Occupational Therapy

Expert Mentor: Kim Anderson, MS, ATC, LAT, Faculty Mentor: Sandy Stevens, PhD, OTR



Mission

"Belmont University's intercollegiate athletic program enhances campus life, promotes Belmont University while seeking to become the premier mid-major athletic department in the country as measured by our continued successes on and off the field of play. Our department challenges student-athletes from diverse backgrounds physically, intellectually and spiritually and enables them to engage and transform the world."

Agency Needs

- Exposure to concussion-education has been found to be associated with "more favorable perceived social norms surrounding concussion care seeking" (Callahan et al., 2020).
- In a preseason questionnaire, 24.5% of returning athletes reported that they had not received concussion education despite it being provided each year during the preseason education session.
- January 15, 2024, the NCAA established that member schools must ensure that concussion management practices are updated and in compliance with legislation.
- Update and enhance the concussion related materials that are supplied to student-athletes.

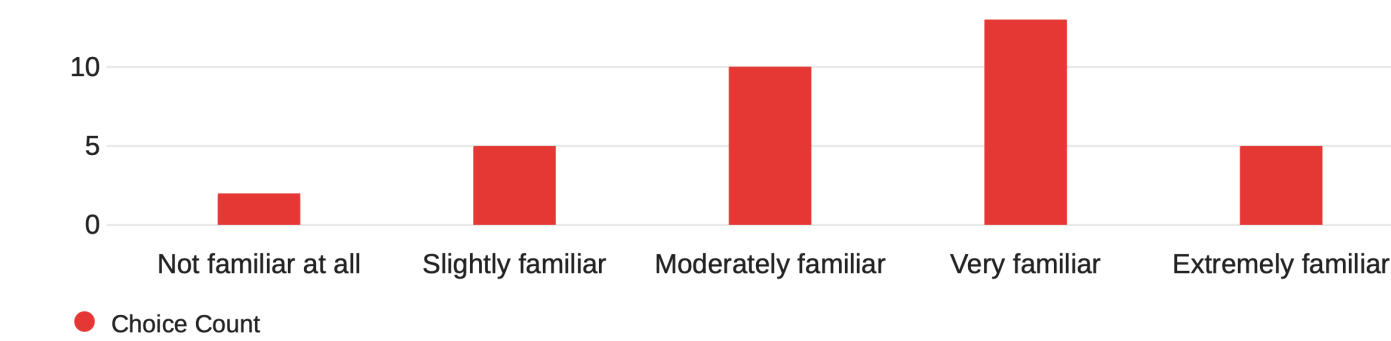
Goals

- Collect information from relevant stakeholders to identify current needs and areas of support.
- Develop and administer needs assessment survey and interviews with student-athletes.
- Research best methods of education and most up to date information concerning concussions and its impact on occupational performance.
- Generate resource guides for university professors to aid in providing accommodations and understanding best practices within the classroom setting.
- Create enhanced student-athlete education resources to facilitate occupational performance.
- Construct educational resource tailored to coaches to provide increased structure to current provided education.
- Produce additional deliverables to meet agency needs.

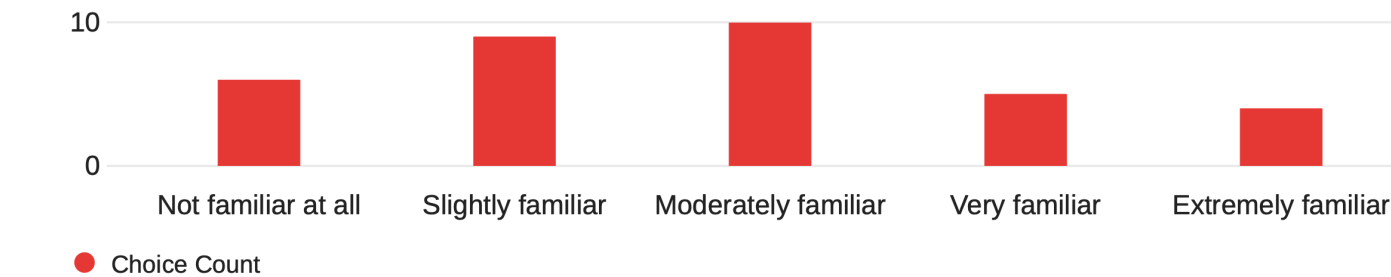
Outcomes

- Interview themes that contributed to creating population centered deliverables:
 - Those that had previously sustained concussions felt that Belmont professors were supportive in the classroom setting; however, reported increased anxiety towards approaching professors concerning accommodations.
 - Many felt they understood common symptoms; however, unexpected symptoms included increased emotions, irritability, cognitive issues, sleep disturbances.
- Overall student-athletes felt more familiar with the RTP in comparison to the RTL.
- 65% responded that to be considered a concussion, symptoms must appear immediately, LOC, and a direct blow to the head or face.

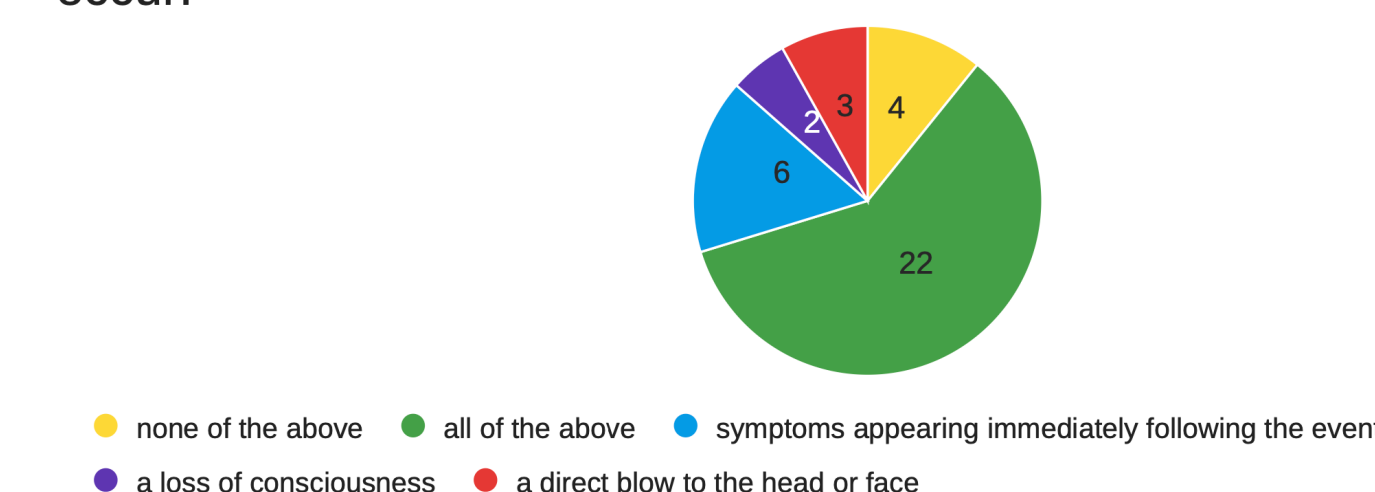
Q6 - How familiar are you with Belmont's current return to play protocol?



Q7 - 5. How familiar are you with Belmont's current return to learn protocol?

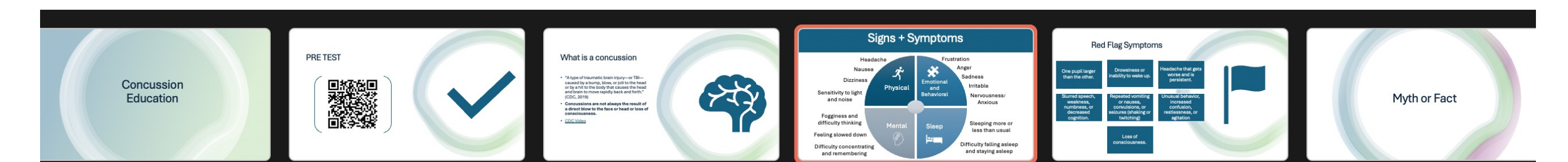
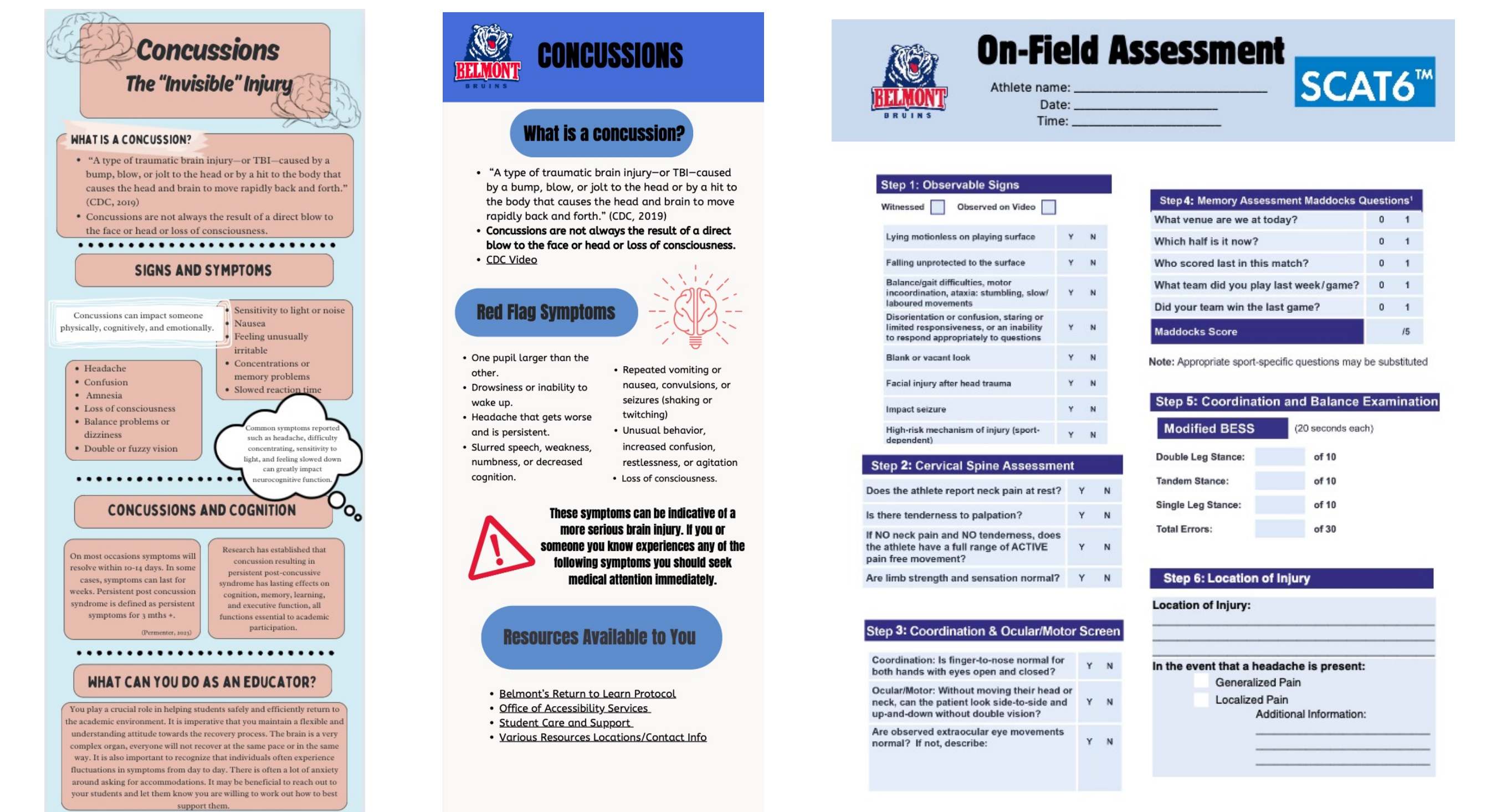


Q9 - In order to be considered a concussion, which of the following must occur:



Deliverables

The agency was supplied with deliverables to facilitate occupational performance of dual role individuals. Deliverables included: education-based handouts for educators, student-athletes, updated concussion forms and protocols, an on-field assessment form, and concussion education PowerPoints for both student-athletes and coaches/administration.



Acknowledgments

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 - My faculty mentor, Dr. Stevens, for her mentorship and consistent support.
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References

