



## *Teaching Awareness of Ethical Governance in Sport*

### **Concussion in Sport Teaching Notes**

The overall aim of the session is to get students to understand the principal information about what it is the concussion, how we recognize the clinical manifestation and the impact of concussion and how we can manage the concussion

#### **TASK 1**

- In small groups, discuss the definitions of concussion
- What happens to the brain?

#### **SLIDE 3, 4**

The purpose of this slide is to get students thinking about concussion it is and why is difficult to have a single definition of this illness.

#### **SLIDE 5**

The discussion will be connected with the Consensus statement on concussion in sport—the 5th international conference on concussion in sport held in Berlin, October 2016  
<https://cfpsm.com/wp-content/uploads/2018/01/concussion-consensus-2016.pdf>

#### **TASK 2**

Discuss:

- how frequent are
- the main risk factors of concussions in athletes

#### **SLIDE 6**

Discuss general information related with epidemiology of concussion and what the student think about the frequency



### **SLIDE 7,8,9**

Risk factors are important for understanding the measures of reducing the frequency of concussion; second impact syndrome and Chronic Traumatic Encephalopathy are present related to: risk of Recurrent Concussions

Ask the student to give some example about the risk factor identified in their carrier.

### **TASK 3**

Discuss:

- How many sports concussions occur each year?
- In what sports are concussions most often reported?
- When to seek emergency medical attention?

### **SLIDE 11-12**

It is an opportunity to compare the frequency between males and females and the frequency with the cause; students can give more examples – Sportsmen and sportswomen who have suffered from injuries during their carriers

### **TASK 4**

Discuss: How concussion appears (mechanism) and How to recognize concussion

Get students to consider and discuss what they think about the mechanism of appears and ask what the part of brain which can be involved are.

### **SLIDE 13, 14, 15**

Discuss the entire mechanism; students will get the homework to describe a mechanism for producing changes in the brain

### **TASK 5**

Discuss the concussions from the point of view of the trainer: risk of appearance, prevention, risk of playing with a concussion.

### **Further reading**

1. Tucker R, Raftery M, Kemp S, et al. Br J Sports Med, 2017;51:1152–1157.
2. Lindsay Sullivan, Michal Molcho, What do coaches want to know about sports-related concussion? A needs assessment study, Journal of Sport and Health Science, Volume 7, Issue 1, 2018, Pages 102-108.
3. Adam C. Raikes, Amy Athey, Pamela Alfonso-Miller, William D.S. Killgore, Michael A. Grandner, Insomnia and daytime sleepiness: risk factors for sports-related concussion, Sleep Medicine, Volume 58, 2019, Pages 66-74.
4. Kelly Sarmiento, Jill Daugherty, Lara DePadilla, Youth and high school sports coaches' experience with and attitudes about concussion and access to athletic trainers by sport type and age of athlete coached, Journal of Safety Research, Volume 69, 2019, Pages 217-225.
5. Dana Waltzman, Kelly Sarmiento, What the research says about concussion risk factors and prevention strategies for youth sports: A scoping review of six commonly played sports, Journal of Safety Research, Volume 68, 2019, Pages 157-172.