

Prince William County Public Schools Concussion Management Program

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Prince William County Public Schools Concussion Management Program

Currently in our 5th year of implementation of Concussion Policies for the Division:

- All interscholastic athletes and parents for middle and high school levels;
 - New or first year – Face to Face
 - Years after – provided online
- All Coaches – used a variety of training sessions, and including providing training; includes helmet fitting HEADS UP Football;
- All teachers and administrators – PWCS “Return to Learn”.



PWCS - Concussion Management Program

Utilized Key resources that exist in the community:

- Concussion Policy Review Team – parents, students, medical experts;
- Local support from college and university specialist – GMU;
- Partner with local health care providers – Hospitals, local physicians; the Potomac Health Foundation
- Sports Legacy Institute;
- USA Football - HEADS UP TRAINING.

PWCS - Concussion Management Program

Middle School Athletes and Parents

- Training provided by Teachers/coaches/school nurse;
- No athletic trainer on site for games or practices;
- Face to Face training with staff presenters;
- Injury Evaluation performed by coach;
- Return to Play monitored by coach

High School Athletes and Parents

- Training provided by Certified Athletic Trainers;
- Each athlete receives baseline ImPact test and post injury Impact;
- Face to Face training with Athletic Trainers;
- Injury Evaluation performed by Athletic Trainer;
- Return to Play monitored by the AT



PWCS - Concussion Management Program

Challenges for implementation:

- Meeting the training requirement – What does this look like?
- Parent understanding and buy-in for the seriousness of the issue;
- Schedule and Tryout organization - Missing trainings, make up opportunities;
- Communicating with diverse community members;
- Middle School Level – Support of a professional medical practitioner.

PWCS - Concussion Management Program

Challenges:

- Lack of licensed health care – coaches' priority is not “medical”
- Monitor Return to Play
- Online training – are parents and students taking the online training together?
- High school level – multiple team participation
- Annual revision – reduce duplication of training



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PWCS - Concussion Management Program

Accomplishments and Successes

- Online training – First time and repeat
- Average 45,000+ students, their parents, and school staff receive training annually;
- Access through phones, and personal media devices;
- Medical community collaboration;
- Well Educated Community;
- School Division committed to Student care and recovery.

PWCS – Collaboration with Partners

What PWCS has implemented was only possible with successful collaboration....

George Mason University

Potomac Health Foundation

ACHIEVES Grant Support



“Return to Learn” for Instructional Staff

Successes

- Development of actual teaching and classroom strategies;
- Formation of Concussion Management Teams at the School level;
- Engaging teachers in recognizing symptoms;
- Teachers supporting the recovery care of the athlete;
- Consistent Division messaging and implementation.

What Have We Learned?

Concussion Incidence & Recovery

- Volume of concussions managed by the Division surged after the institution of the legislation;
- Recent number of concussions managed indicate stabilization;
- Many injuries recognized by middle school nurses due to out of school sport;
- Implementation of RTP improved student care throughout recovery;
- Time to RTP seems to be increasing;
- Number of students requiring some academic intervention is increasing.

What Have We Learned ?

Concussion Education

- Live education logistically challenging, however, it ensures more effective learning;
- More peer-to-peer education following live concussion education;
- Online is efficient but has challenges
 - Accessibility
 - Satisficing
 - Redundancy
 - Parent and child educated together or apart
 - Need for greater use of hand held devices and social media

What Have We Learned

Culture and Socio-Economics Barriers

- Lost in translation
- Accessibility
- Technology
- Financial
- Knowledge
- Confidence

What Have We Learned ?

Return-to-Learn

- Teachers understand concussion is a serious injury;
- Inconsistent physicians' notes and need for more uniform documentation;
- Unbalanced knowledge;
- Confusion and fear regarding best practices;
- Need for “real-world” subject specific examples;
- Competing work demands;
- “Training fatigue”.

A Properly Implemented Concussion Policy requires...

- Regular review;
- Creative, contemporary, and accessible education;
- Sound clinical practices;
- Flexibility for population served;
- Collaborative approach throughout recovery;
- Efficient communication and documentation;
- Time, energy, & resources;



PWCS is a successful model...

There are other successful models as well...

- Each locality will face challenges such as competing priorities and resources availability;
- Developing creative solutions is essential.

PWCS and ACHIEVES resources for :

- <https://achieves.gmu.edu/>
- <https://concussiontoolkit.gmu.edu/>

Questions?



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advancing healthcare initiatives for underserved students