

Vanderbilt Sports Medicine

Concussion Management Guidelines

The following guidelines have been developed to aid the Vanderbilt Sports Medicine staff in the evaluation and management of the Vanderbilt University intercollegiate student-athlete who has sustained a concussion. These guidelines are derived from current evidence-based practice and are recommended as a minimum standard of care, allowing the Sports Medicine staff to manage concussions individually as the situation warrants. The progression of a student-athlete with a diagnosed concussion will include cognitive and physical exertion in a stepwise process to ensure a safe return to full participation in academics and athletics.

Concussion Management Healthcare Providers

- The following healthcare professionals will be utilized in the management of concussion: Team Physician, Certified Athletic Trainer, Neurosurgeon*
- *other healthcare providers may be consulted on a case by case basis at the discretion of the Team Physician

Baseline Testing and Procedures

Concussion Baseline [performed BIENNIALY*]

- Concussion Baseline Report Form [Appendix A]
- Post-Concussion Symptom Scale (PCSS) (C. Randolph et al 2009) [Appendix B]
- Modified Balance Error Scoring System (M-BESS) (Riemann & Guskiewicz 2000) [Appendix C]
- ImPACT® Baseline Neurocognitive Testing [Appendix D]

**A new baseline will be obtained every two years. If a concussion is sustained during season; a new baseline will be obtained prior to the next playing season, traditional or non-traditional.*

Concussion Education [performed ANNUALLY]

- NCAA Educational Material for Student-Athletes [Appendix E]
- Concussion Acknowledgement and Signature Form: Student-Athlete [Appendix F]
- NCAA & Vanderbilt University Educational Material for Coaches/Athletics Support Staff [Appendix G]
- Concussion Acknowledgement and Signature Form: Coaches/Athletics Support Staff [Appendix H]
- Concussion Acknowledgement and Signature Form: Medical Provider [Appendix I]

Time of Injury

- Concussion Injury Report Form [Appendix J]
- Post-Concussion Symptom Scale (PCSS)
- Modified Balance Error Scoring System (m-BESS)
- Educate the student-athlete on the importance of cognitive rest which includes limiting or removing cell phone use/texting, video games/television, and attending classes/academic work (d'Hemecourt 2011; Kissick & Johnston 2005; Doolan et al 2012).

Recommendations

- If the student-athlete is diagnosed with a concussion they will be withheld from competition or practice and not return to activity for the remainder of that day (NCAA Executive Committee Policy April 2010).
- If the student-athlete is asymptomatic under normal conditions and following functional exertion testing the following day, they should be re-evaluated for return to participation.
- If the student-athlete is still symptomatic under normal conditions and/or following functional exertion testing, they should not return to participation until cleared through the subsequent outlined procedures.
- Cognitive rest is an essential component of the recovery process. Academic accommodations may be necessary as part of the treatment plan.

Post-Concussion Follow-Up [within 24 hours post-injury]

- Medical assessment with Team Physician or the physician's designee (Certified Athletic Trainer).
- Post-Concussion Symptom Scale (PCSS)
- Modified Balance Error Scoring System (m-BESS)
- Determination of the student-athlete's ability to attend class is contingent on symptom evaluation during the post-acute phase. Notify Assistant Director for Student Academic Services if accommodations are warranted.

Post-Concussion ImPACT® Test Guidelines

- The decision of which phase to ImPACT® test a student-athlete will be at the discretion of the Team Physician on a case by case basis to evaluate neurocognitive function.
- Student-athletes must have completed an ImPACT® test that is reviewed by the Team Physician before being released to Phase 5 full practice participation with contact.

Phase 0 - Cognitive Exertion

- The student-athlete will follow a supervised return-to-learn process to allow proper cognitive recovery and integration back into their full academic work load. This process will include a team-based approach involving the Team Physician, Athletic Trainer, and the Assistant Director for Student Academic Services.
 - Student-athletes who demonstrate a trending decrease in symptomology may be returned to class on an individual basis.
 - Student-athletes that have an increase in symptoms upon returning to class may require adjustments as needed based on symptom exacerbation.
 - For those student-athletes who experience continued symptoms and or prolonged academic difficulties, academic accommodations will be made available on an individual basis through the Vanderbilt Academic Support Center.
 - Under the guidance of the Assistant Director for Student Academic Services, additional ADA/AA compliant campus resources are available through the [Vanderbilt Equal Opportunity, Affirmative Action, and Disability Services Department](#).
- Stepwise return to sport progression will proceed to Phase 1 when the student-athlete is **asymptomatic** and has **successfully returned to their full academic work load**.

The following physical exertion guidelines were designed to reproduce functional stressors that the student-athlete would undergo during sport participation. Activities in each phase were selected to achieve specific physiologic and biomechanical goals in order to illicit and properly assess any return of signs and symptoms associated with those actions. All phases will be performed in a controlled environment, supervised by a member of the Sports Medicine staff to ensure the safety of the student-athlete. If the student-athlete becomes symptomatic at any point during functional testing, all activity will be discontinued for the remainder of that day. If the athlete remains symptomatic, they should remain at rest until they become asymptomatic. Once asymptomatic, they may repeat the current phase. Phase progression may occur if the student athlete remains asymptomatic while successfully completing each phase's imposed physical demands.

Phase 1 - Aerobic Exertion

Physiologic goals: gently increase HR, BP, RR at moderate cardio level

Biomechanical goals: postural control, gentle linear movement

- Post-Concussion Symptom Scale (PCSS)
- Functional exertion test
 - Bike 20 minutes at seventy percent (70%) of predicted maximum heart rate (PMHR)
 - Rest for 15 minutes
 - Monitor symptoms
 - Incremental Treadmill Test 20 minutes (Leddy et al 2010) *[Appendix K]*
- Stepwise return to sport progression will proceed to Phase 2 if student-athlete is asymptomatic at the current level. If any post concussive symptoms occur, reassess the following day and repeat phase.

Phase 2 - Functional Testing Progression

Physiologic goals: gradually increase HR, BP, RR intensity to anaerobic level

Biomechanical goals: incorporate head-neck segment elevation changes, multi-planar movements – forward, backward, lateral, rotational; velocity changes - acceleration/deceleration

- Monitor symptoms
- Initial Functional Exertion: duration approximately 10- 15 minutes with 5 minutes rest post session
 - Scissor step/quick step
 - Jogs
 - Lateral shuffle
 - Backpedal
 - Sprints
- Advanced Functional Exertion: duration approximately 10- 15 minutes with 5 minutes rest post session
 - Sit-ups
 - Burpees
 - Push-ups
 - Sprints
 - Sprints with intermittent push-ups
 - Four corners with 90 degree spin
- Stepwise return to sport progression will proceed to Phase 3 if student-athlete is asymptomatic at the current level. If any post concussive symptoms occur, reassess the following day and repeat phase.

** Student-athlete may begin limited weight lifting if asymptomatic depending on the sport requirements

Phase 3 - Sport Specific Exertion

Physiologic goals: maintain HR, BP, RR aerobic + anaerobic level; increase duration + intensity of exercise

Biomechanical goals: head-neck segment elevation changes, multi-planar movements – forward, backward, lateral, rotational; velocity changes - acceleration/deceleration; sport and position-specific dynamic movements

- Monitor symptoms
- Initial Sport-Specific Exertion: duration approximately 10-15 minutes with 5 minutes rest post session
 - Moderate aerobic exercises specific to sport
 - Monitor symptoms
 - Progression depends on student-athlete remaining asymptomatic
- Intermediate Sport-Specific Exertion: duration approximately 10-15 minutes with 5 minutes rest post session
 - Progressively difficult aerobic exercises specific to sport
 - Monitor symptoms
 - Progression depends on student-athlete remaining asymptomatic
- Advanced: duration approximately 10-15 minutes with 5 minutes rest post session
 - Demanding aerobic exercises specific to sport
 - Monitor symptoms
 - Progression depends on student-athlete remaining asymptomatic

• Sport-Specific Exertion Guidelines

Appendix L.01 - Baseball

Appendix L.02 - Basketball

Appendix L.03 - Bowling

Appendix L.04 - Football OL/DL

Appendix L.05 - Football RB/TE/LB

Appendix L.06 - Football WR/DB

Appendix L.07 - Football QB

Appendix L.08 - Football Special Teams

Appendix L.09 - Golf

Appendix L.10 - Women's Lacrosse

Appendix L.11 - Soccer

Appendix L.12 - Softball

Appendix L.13 - Swimming

Appendix L.14 - Tennis

Appendix L.15 - Track & Field/Cross Country

Appendix L.16 - Volleyball

Appendix L.17 - Wrestling

- Stepwise return to sport progression will proceed to Phase 4 if student-athlete is asymptomatic at the current level. If any post concussive symptoms occur, reassess the following day and repeat phase.

Phase 4 - Return to Limited Drills and Non-Contact Practice

Physiologic goals: maintain HR, BP, RR aerobic + anaerobic level; return to full normal duration + intensity of exercise for sport activity

Biomechanical goals: head-neck segment elevation changes, multi-planar movements – forward, backward, lateral, rotational; velocity changes - acceleration/deceleration; all non-contact sport and position-specific dynamic movements

- Monitor symptoms
- Non-contact training drills dependent upon sport
- Stepwise return to sport progression will proceed to Phase 5 if student-athlete is asymptomatic at the current level. If any post concussive symptoms occur, reassess the following day and repeat phase.
- Consult Team physician for full clearance

Phase 5 - Return to Full Practice Participation with Contact

Physiologic goals: maintain HR, BP, RR aerobic + anaerobic level; return to full normal duration + intensity of exercise for sport activity

Biomechanical goals: head-neck segment elevation changes, multi-planar movements – forward, backward, lateral, rotational; velocity changes - acceleration/deceleration; all dynamic movements including contact warranted by sport and position-specific demands; biomechanical response to receiving contact – postural stability (head-neck segment + body control), balance, ability to absorb and redirect applied forces; comfort level and confidence of student athlete in receiving contact

- Post-Concussion Symptom Scale (PCSS)
- Completion of Phase 5 without the recurrence of symptoms would result in release to full contact participation without restriction.

References

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- Riemann BL, Guskiewicz KM. Effects of mild head injury on postural stability as measured through clinical balance testing. *J Athl Train*. 2000;35(1):19-25.

**Vanderbilt Athletic Training
Concussion Baseline Report Form**

Name _____ Medical Record Number _____ Sport _____
 Date _____ BP ____/____ Pulse _____

Patient History

Please list any concussions or head injuries you have had:

Date _____	Were you knocked out: Yes / No	Did you have memory loss: Yes / No
Date _____	Were you knocked out: Yes / No	Did you have memory loss: Yes / No
Date _____	Were you knocked out: Yes / No	Did you have memory loss: Yes / No

What were your major symptoms with earlier concussions and how long did they last?

Symptom _____	Duration _____
Symptom _____	Duration _____
Symptom _____	Duration _____

Have you ever been diagnosed with or treated for:

<input type="checkbox"/> Headaches	<input type="checkbox"/> ADHD	<input type="checkbox"/> Migraine Headaches	<input type="checkbox"/> Anxiety / Depression
<input type="checkbox"/> Meningitis	<input type="checkbox"/> Seizures	<input type="checkbox"/> Brain Surgery	<input type="checkbox"/> Alcohol / Drug Abuse
<input type="checkbox"/> Dyslexia	<input type="checkbox"/> Autism	<input type="checkbox"/> Learning Disability	

Have you ever:

<input type="checkbox"/> Had speech therapy	<input type="checkbox"/> Repeated a grade	<input type="checkbox"/> Taken Special Education classes
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Has anyone in your family had:

<input type="checkbox"/> Alzheimer's Disease	<input type="checkbox"/> Dementia	<input type="checkbox"/> Migraine Headaches
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Affirmation

The signed, hereby affirms that all answers and information are correct and true, to the best of my knowledge, and that no answers or information have been withheld.

Electronically signed by:

Type Name

Date/time

Post-Concussion Symptom Scale (PCSS)

Address each symptom based on how you have felt on an average 24 hour period during the last 7 days. Rate your symptoms on a scale of 0 to 6. Zero (0) means you have never experienced the symptom, 1 means you experienced the symptom briefly, 3 means the symptom has been present for about half of the preceding 24-hour period, and 6 means the symptom has been continuous through preceding 24 hour period(Piland et al 2003).

Symptom Checklist *(To be completed by patient)*

Symptom	None	Mild	Moderate	Severe
Headache	0	1 2	3 4	5 6
Nausea	0	1 2	3 4	5 6
Vomiting	0	1 2	3 4	5 6
Balance Problems	0	1 2	3 4	5 6
Dizziness	0	1 2	3 4	5 6
Fatigue	0	1 2	3 4	5 6
Trouble falling asleep	0	1 2	3 4	5 6
Sleeping more than usual	0	1 2	3 4	5 6
Sleeping less than usual	0	1 2	3 4	5 6
Drowsiness	0	1 2	3 4	5 6
Sensitivity to light	0	1 2	3 4	5 6
Sensitivity to noise	0	1 2	3 4	5 6
Irritability	0	1 2	3 4	5 6
Sadness	0	1 2	3 4	5 6
Nervousness	0	1 2	3 4	5 6
Feeling more emotional	0	1 2	3 4	5 6
Numbness or tingling	0	1 2	3 4	5 6
Feeling slowed down	0	1 2	3 4	5 6
Feeling mentally foggy	0	1 2	3 4	5 6
Difficulty concentrating	0	1 2	3 4	5 6
Difficulty remembering	0	1 2	3 4	5 6
Visual Problems	0	1 2	3 4	5 6
Total Symptom Score				

Modified Balance Error Scoring System (m-BESS)

Significantly higher postural instability in Mild Head Injury subjects revealed through the clinical test battery with 3 stances on firm surface elicited significant differences through day 3 post injury, and may be a useful clinical procedure to assist in return to play decisions (Bell et al 2011, Riemann & Guskiewicz 2000).

- Athlete Position
 - Shoes off
 - Roll pant legs above ankles
 - Feet narrowly together
 - Hands on the iliac crests
 - Eyes closed
- Test Procedures / Patient Instructions
 - Test begins when the patient closes his/her eyes
 - Patient is instructed to make any necessary adjustments in the event that they lost their balance and to return to the testing position as quickly as possible
- Test #1- Double Leg Stance (feet together)
- Test #2- Single Leg Stance (non-dominant foot; free leg should be bent to 90 degrees)
- Test #3- Tandem Stance (non-dominant foot in the rear; weight evenly distributed)
 - 20 seconds per test
 - Each test is performed on a firm surface
- Balance Errors
 - Hands lifted off of iliac crests
 - Opening eyes
 - Step, stumble, or fall
 - Moving hip into more than 30 degrees of flexion or abduction
 - Lifting forefoot or heel
 - Remaining out of testing position for more than five (5) seconds
- BESS Scoring
 - The number of balance errors (1 point per error) on each of the three (3) tests is added together for a total BESS Score.
 - If a subject commits multiple errors simultaneously, only one error is recorded.
 - Maximum number of errors for any single condition is ten (10).
 - If subject cannot maintain testing procedure for a minimum of five (5) seconds, they are assigned the highest possible score, ten (10), for the testing condition.

Balance Error Scoring System (BESS) (To be completed by evaluator)

Errors: <ol style="list-style-type: none"> 1. Moving the hands off of the iliac crest 2. Opening eyes 3. Step, stumble, or fall 4. Abduction or flexion of the hip beyond 30 degrees 5. Lifting the forefoot or heel off of the testing surface 6. Remaining out of the proper testing position > 5 sec <p>Each of the 20 second trials is scored by counting the errors accumulated by the subject. Maximum number of errors for any single condition = 10. (Guskiewicz)</p>	Scorecard (#errors): Double Leg Stance (feet together): _____ Single Leg Stance (non-dominant foot): _____ Tandem Stance (non-dominant foot in back): _____ Which foot was tested: TOTAL _____ <input type="checkbox"/> Left <input type="checkbox"/> Right
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ImPACT Concussion Testing Instructions

Notes:

-If using a laptop, be sure to use a mouse rather than the track pad. Using track pad instead of the mouse will skew the results of reaction time tests

- If using a laptop, make sure the laptop is plugged in and charging

- Make sure all other programs are closed, this includes other internet windows that are not part of the ImPact website

1. Open your web browser and go to: www.impacttest.com
2. Click on ***“Customer Login”***
3. Enter your email in the email section
4. For password, type your assigned password from ImPact
5. Click on the ***“Start New Test”*** icon
6. In the drop down box next to: *“Please pick the organization you would like the test taker to be tested under”* Select your sport
7. Click on the ***“Launch Baseline Test”*** tab. This is the first tab on the left.
8. Select the language to be tested in
9. From this point, follow instructions as prompted on screen
 - a. The first area to fill out is the *“Sport and Health History”* including:
 - i. General information
 - ii. Education
 - iii. Sport
 - iv. Concussion History
 - v. Other Medical History
 - b. The second section is the *“Current Symptoms and Conditions”*
 - i. This is to be filled out as you feel right now, while taking the test
 - c. The third and final section is the *“Neurocognitive Testing”* section
 - i. Follow the instructions for each section within the testing

CONCUSSION

A FACT SHEET FOR STUDENT-ATHLETES

WHAT IS A CONCUSSION?

A concussion is a brain injury that:

- Is caused by a blow to the head or body.
 - From contact with another player, hitting a hard surface such as the ground, ice or floor, or being hit by a piece of equipment such as a bat, lacrosse stick or field hockey ball.
- Can change the way your brain normally works.
- Can range from mild to severe.
- Presents itself differently for each athlete.
- Can occur during practice or competition in ANY sport.
- **Can happen even if you do not lose consciousness.**

HOW CAN I PREVENT A CONCUSSION?

Basic steps you can take to protect yourself from concussion:

- Do not initiate contact with your head or helmet. You can still get a concussion if you are wearing a helmet.
- Avoid striking an opponent in the head. Undercutting, flying elbows, stepping on a head, checking an unprotected opponent, and sticks to the head all cause concussions.
- Follow your athletics department's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Practice and perfect the skills of the sport.

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

You can't see a concussion, but you might notice some of the symptoms right away. Other symptoms can show up hours or days after the injury. Concussion symptoms include:

- Amnesia.
- Confusion.
- Headache.
- Loss of consciousness.
- Balance problems or dizziness.
- Double or fuzzy vision.
- Sensitivity to light or noise.
- Nausea (feeling that you might vomit).
- Feeling sluggish, foggy or groggy.
- Feeling unusually irritable.
- Concentration or memory problems (forgetting game plays, facts, meeting times).
- Slowed reaction time.

Exercise or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games may cause concussion symptoms (such as headache or tiredness) to reappear or get worse.

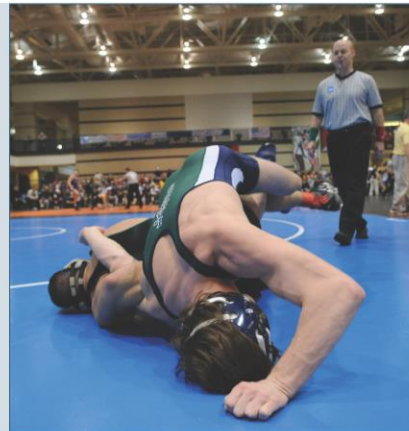
WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

Don't hide it. Tell your athletic trainer and coach. Never ignore a blow to the head. Also, tell your athletic trainer and coach if one of your teammates might have a concussion. Sports have injury timeouts and player substitutions so that you can get checked out.

Report it. Do not return to participation in a game, practice or other activity with symptoms. The sooner you get checked out, the sooner you may be able to return to play.

Get checked out. Your team physician, athletic trainer, or health care professional can tell you if you have had a concussion and when you are cleared to return to play. A concussion can affect your ability to perform everyday activities, your reaction time, balance, sleep and classroom performance.

Take time to recover. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a repeat concussion. In rare cases, repeat concussions can cause permanent brain damage, and even death. Severe brain injury can change your whole life.



IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON. WHEN IN DOUBT, GET CHECKED OUT.

For more information and resources, visit www.NCAA.org/health-safety and www.CDC.gov/Concussion.



Reference to any commercial entity or product or service on this page should not be construed as an endorsement by the Government of the company or its products or services.

Vanderbilt University Athletics Concussion Acknowledgement Form: Student-Athlete

As a student-athlete at Vanderbilt University, I acknowledge that I have a direct responsibility to be honest and forthcoming by reporting all injuries or illnesses to the Vanderbilt Sports Medicine staff (athletic trainers or team physicians). I further understand and acknowledge that participation in my sport may result in a head injury or concussion. The Sports Medicine staff at Vanderbilt University has provided me with educational materials regarding concussions and I have read them.

Specifically, I agree the following to be true:

Initial I have read and understand the Concussion Fact Sheet provided to me and have been given an opportunity to ask questions about concussions and anything I'm not clear about regarding this issue.

Initial A concussion is a brain injury, which I am responsible for immediately reporting to my athletic trainer or team physician.

Initial A concussion can affect my ability to perform everyday activities, and affect reaction time, balance, sleep, and classroom performance.

Initial If I suspect a teammate has a concussion, I am responsible for reporting it to my athletic trainer or team physician.

Student Athlete Printed Name

Student Athlete Signature

Date

Witness

Date

CONCUSSION

A FACT SHEET FOR COACHES

THE FACTS

- A concussion is a brain injury.
- All concussions are serious.
- Concussions can occur without loss of consciousness or other obvious signs.
- Concussions can occur from blows to the body as well as to the head.
- Concussions can occur in *any* sport.
- Recognition and proper response to concussions when they first occur can help prevent further injury or even death.
- Athletes may not report their symptoms for fear of losing playing time.
- Athletes can still get a concussion even if they are wearing a helmet.
- Data from the NCAA Injury Surveillance System suggests that concussions represent 5 to 18 percent of all reported injuries, depending on the sport.

WHAT IS A CONCUSSION?

A concussion is a brain injury that may be caused by a blow to the head, face, neck or elsewhere on the body with an “impulsive” force transmitted to the head. Concussions can also result from hitting a hard surface such as the ground, ice or floor, from players colliding with each other or being hit by a piece of equipment such as a bat, lacrosse stick or field hockey ball.

RECOGNIZING A POSSIBLE CONCUSSION

To help recognize a concussion, watch for the following two events among your student-athletes during both games and practices:

1. A forceful blow to the head or body that results in rapid movement of the head;
- AND-
2. **Any change** in the student-athlete’s behavior, thinking or physical functioning (see signs and symptoms).

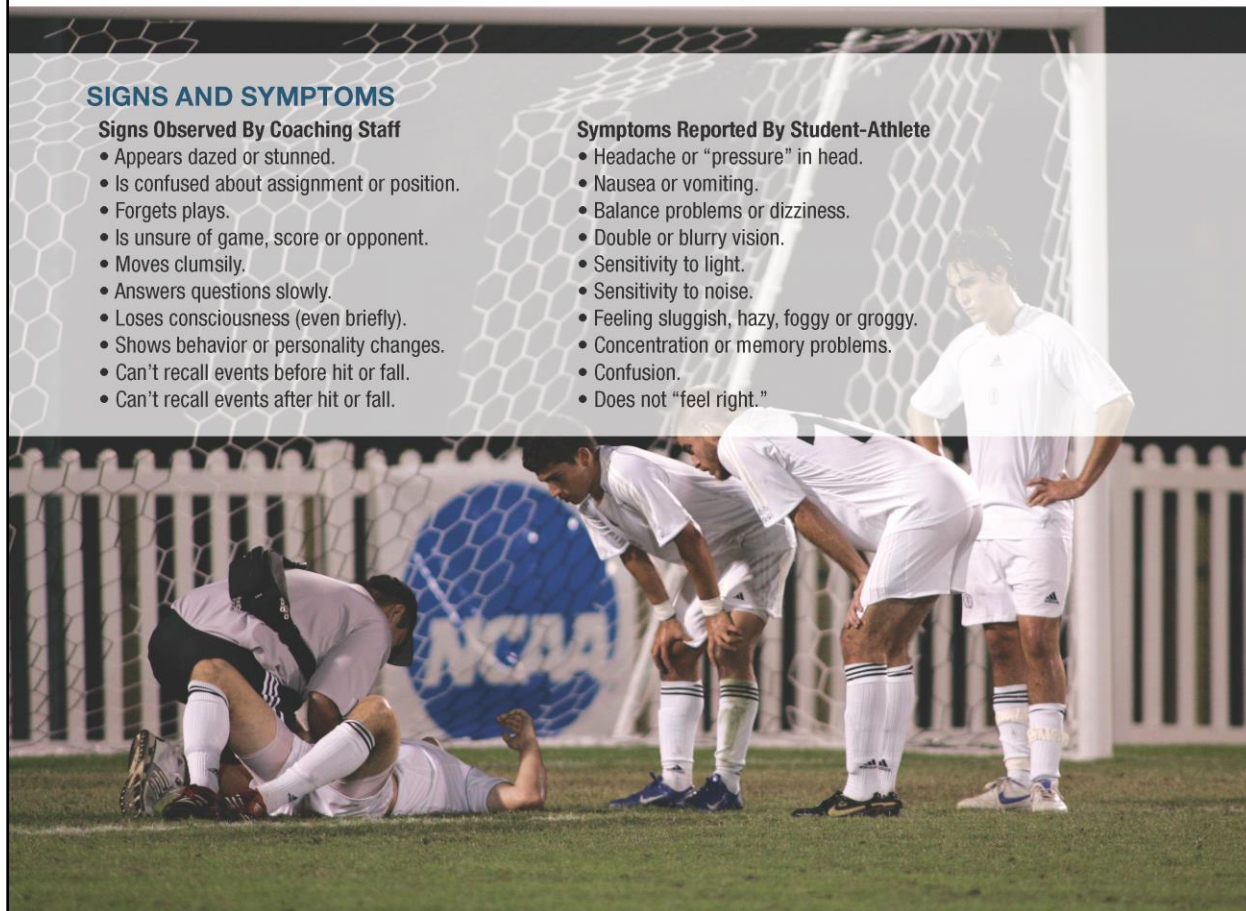
SIGNS AND SYMPTOMS

Signs Observed By Coaching Staff

- Appears dazed or stunned.
- Is confused about assignment or position.
- Forgets plays.
- Is unsure of game, score or opponent.
- Moves clumsily.
- Answers questions slowly.
- Loses consciousness (even briefly).
- Shows behavior or personality changes.
- Can’t recall events before hit or fall.
- Can’t recall events after hit or fall.

Symptoms Reported By Student-Athlete

- Headache or “pressure” in head.
- Nausea or vomiting.
- Balance problems or dizziness.
- Double or blurry vision.
- Sensitivity to light.
- Sensitivity to noise.
- Feeling sluggish, hazy, foggy or groggy.
- Concentration or memory problems.
- Confusion.
- Does not “feel right.”



Vanderbilt University Athletics

Concussion Education

Coaches & Athletics Support Staff

In addition to the NCAA Concussion Fact Sheet for Coaches, the following information will provide educational insight into the Concussion Management Guidelines utilized for Vanderbilt Athletics. These guidelines are recommended as a minimum standard of care, allowing the Sports Medicine staff to manage concussions individually as the situation warrants. The progression of a student-athlete with a diagnosed concussion will include cognitive and physical exertion in a stepwise process to ensure a safe return to full participation in academics and athletics.

Baseline Testing

Concussion Baseline[Biennially]

- Concussion Baseline Report Form
- Post-Concussion Symptom Scale (PCSS)
- Modified Balance Error Scoring System (m-BESS)
- ImPACT® Baseline Neurocognitive Testing

Concussion Education[Annually]

- NCAA Educational Material for Student-Athletes
- Concussion Acknowledgement and Signature Form
- NCAA & Vanderbilt Educational Material for Coaches/Support Staff
- Concussion Acknowledgement and Signature Form

Return to Play Protocol

Phase 0 – Cognitive Exertion

- Cognitive rest is an essential component of the recovery process; Academic adjustments and accommodations may be necessary
- The time frame for rest and continuation of cognitive activities are dependent upon symptoms
- Each individual will respond uniquely and therefore must be managed on an individual case basis
- Once the student-athlete is asymptomatic for 24 hours while fulfilling full academic work load they proceed to Phase 1

Phase 1 – Aerobic Exertion

- Stationary Bike testing
- Incremental Treadmill Test

Phase 2 – Functional Testing Progression

- Initial Functional Exertion- Linear movements only
- Advanced Functional Exertion- Linear and Elevation change incorporated movements
- Weight lifting may resume

Phase 3 – Sport Specific Exertion

- Increasing aerobic demand during each stage of this phase of exercises specific to sport and position
- Initial Sport-Specific Exertion
- Intermediate Sport-Specific Exertion
- Advanced Sport-Specific Exertion

Phase 4 – Return to Limited Drills and Non-Contact Practice

- Non-contact training drills dependent upon sport
- Team Physician consultation

Phase 5 – Return to Full Practice Participation with Contact

- Completion of Phase 5 without symptom recurrence results in release to full participation without restriction

Vanderbilt University Athletics Concussion Acknowledgement Form: Coaches & Athletics Support Staff

Initial I have read and understand the NCAA Concussion Fact Sheet and Vanderbilt Concussion Education for coaches provided to me and have been given an opportunity to ask questions about concussions and anything I'm not clear about regarding this issue.

After reading the Concussion Fact Sheet, I agree the following to be true:

Initial A concussion is a brain injury.

Initial I realize I cannot see a concussion, but I might notice some of the signs in the student-athlete right away. Other signs and symptoms can show up hours or day after the injury.

Initial If I suspect a student-athlete has a concussion, I am responsible for removing him/her from activity and reporting it to my teams' athletic trainer.

Initial I will not allow any student-athlete to return to play or practice if I suspect that he/she has received a blow to the head or body that resulted in signs or symptoms consistent with concussion.

Initial I will encourage my student-athletes to report any suspected injuries and illnesses to the medical staff, including signs or symptoms of concussions.

Initial Following a concussion the brain needs time to heal. I understand that student-athletes are much more likely to sustain another concussion or more serious brain injury if they return to play or practice before symptoms resolve.

Initial I have read the signs and symptoms listed on the Concussion Fact Sheet.

Printed Name

Signature

Witness

Date

Date

Vanderbilt University Athletics Concussion Acknowledgement Form: Medical Provider

Initial I have read and understand the NCAA Concussion Fact Sheet and Vanderbilt Concussion Management Guidelines.

After reading the Concussion Fact Sheet and Vanderbilt Concussion Management Guidelines, I agree the following to be true:

Initial A concussion is a brain injury.

Initial I realize I cannot see a concussion, but I might notice some of the signs in the student-athlete right away. Other signs and symptoms can show up hours or day after the injury.

Initial If I suspect a student-athlete has a concussion, I am responsible for removing him/her from activity and reporting it to the appropriate medical staff.

Initial I will not allow any student-athlete to return to play or practice if I suspect that he/she has received a blow to the head or body that resulted in signs or symptoms consistent with concussion.

Initial I will encourage my student-athletes to report any suspected injuries and illnesses to the medical staff, including signs or symptoms of concussions.

Initial Following a concussion the brain needs time to heal. I understand that student-athletes are much more likely to sustain another concussion or more serious brain injury if they return to play or practice before symptoms resolve.

Initial I am aware that every freshman/transfer student athlete must be baseline tested prior to participation in sport. Re-baseline assessments will be performed biennially or prior to the next season, traditional or non-traditional, if the student athlete is diagnosed with a concussion during the previous season.

Printed Name of Medical Provider

Signature of Medical Provider

Date

Vanderbilt Athletic Training Concussion Injury Report Form

Name _____ Medical Record Number _____ Sport _____
 Date _____ BP ____/____ Pulse _____

☐ New Injury Date _____ Activity: ☐ Practice ☐ Competition ☐ Other _____
 Mechanism of Injury: ☐ Contact (Player) ☐ Contact (Equipment) ☐ Contact (Ground) ☐ Other _____
 Amnesia Present: Yes / No ☐ Anterograde ☐ Retrograde Duration _____

☐ Follow-Up Date of Initial Injury _____
 Days Post-Injury: 1 2 3 4 5 6 7 8 9 10 11 12 13
 Weeks Post-Injury: 2 3 4 5 6 7 8 _____

Symptom Checklist (To be completed by patient)

Symptom	None	Mild	Moderate	Severe
Headache	0	1 2	3 4	5 6
Nausea	0	1 2	3 4	5 6
Vomiting	0	1 2	3 4	5 6
Balance Problems	0	1 2	3 4	5 6
Dizziness	0	1 2	3 4	5 6
Fatigue	0	1 2	3 4	5 6
Trouble falling asleep	0	1 2	3 4	5 6
Sleeping more than usual	0	1 2	3 4	5 6
Sleeping less than usual	0	1 2	3 4	5 6
Drowsiness	0	1 2	3 4	5 6
Sensitivity to light	0	1 2	3 4	5 6
Sensitivity to noise	0	1 2	3 4	5 6
Irritability	0	1 2	3 4	5 6
Sadness	0	1 2	3 4	5 6
Nervousness	0	1 2	3 4	5 6
Feeling more emotional	0	1 2	3 4	5 6
Numbness or tingling	0	1 2	3 4	5 6
Feeling slowed down	0	1 2	3 4	5 6
Feeling mentally foggy	0	1 2	3 4	5 6
Difficulty concentrating	0	1 2	3 4	5 6
Difficulty remembering	0	1 2	3 4	5 6
Visual Problems	0	1 2	3 4	5 6
Total Symptom Score				

Balance Error Scoring System (BESS) (To be completed by evaluator)

Errors: 1. Moving the hands off of the iliac crest 2. Opening eyes 3. Step, stumble, or fall 4. Abduction or flexion of the hip beyond 30 degrees 5. Lifting the forefoot or heel off of the testing surface 6. Remaining out of the proper testing position > 5 sec Each of the 20 second trials is scored by counting the errors accumulated by the subject. Maximum number of errors for any single condition = 10. (Guskiewicz)	Scorecard (#errors): Double Leg Stance (feet together): _____ Single Leg Stance (non-dominant foot): _____ Tandem Stance (non-dominant foot in back): _____ Which foot was tested: <input type="checkbox"/> Left <input type="checkbox"/> Right TOTAL _____
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Comments:

Evaluator _____ Date _____

BALKE TEST-TREADMILL

The Balke Treadmill Test was developed as a clinical test to determine peak VO₂ in cardiac patients, though it can also be used to estimate cardiovascular fitness in student-athletes. For the concussion protocol it will be used to determine if the student-athlete is able to physically exert without symptom exacerbation (Leddy et al 2010).

Equipment required: treadmill, stopwatch, heart monitor (optional), electrocardiograph (optional)

Recommendations

- Student-athlete is asymptomatic prior to treadmill test
- Test will be stopped immediately if the student-athlete has symptom exacerbation
- Test will be stopped if the athlete becomes too fatigued to continue and the time noted
- Student-athlete should be monitored throughout the entire treadmill test for symptoms and fatigue

Procedure:

The student-athlete walks on a treadmill to exhaustion, at a constant walking speed while gradient/slope is increased every one or two minutes. The athletic trainer or physician starts the stopwatch at the beginning of the test and stops it when the subject is unable to continue.

- The treadmill speed is set at 3.3 mph, with the gradient starting at 0%.
- After 1 minute it is raised to 2%, then 1% each minute thereafter.
- Duration is a maximum of 20 minutes unless symptom exacerbation or fatigue occurs.

SPORTS SPECIFIC EXERCISES – BASEBALL

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Jogging poles▪ Short toss 60-90 feet▪ Ground balls/defensive work▪ Swings off a tee in cages
Intermediate	<ul style="list-style-type: none">▪ Base running▪ Long toss 90-150 feet▪ Position specific drills – catchers, infield, outfield; pitching mechanics▪ Front toss or side toss in cages
Advanced	<ul style="list-style-type: none">▪ Defensive diving/sliding▪ Live batting practice▪ Inning play versus opponent▪ Live pitching full mechanics▪ Catcher blocks

SPORTS SPECIFIC EXERCISES – BASKETBALL

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Court agilities▪ Dribbling drills▪ Lateral shuffle passing drills▪ Stationary shooting
Intermediate	<ul style="list-style-type: none">▪ Court sprints▪ Offensive/defensive drills▪ Shooting/post drills - timed
Advanced	<ul style="list-style-type: none">▪ Combination drills versus opponent▪ Mican drill with weighted ball▪ Practice plays – offense + defense

SPORTS SPECIFIC EXERCISES - BOWLING

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Floor throws without ball▪ Floor throws with ball
Intermediate	<ul style="list-style-type: none">▪ End position throws with ball▪ Half speed approach
Advanced	<ul style="list-style-type: none">▪ ¾ speed approach with ball▪ Approach with throw▪ Progress from frame play to entire game

SPORTS SPECIFIC EXERCISES - FOOTBALL OFFENSIVE/DEFENSIVE LINE

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Stance/starts▪ Run blocking/run rush sets▪ Pass blocking/pass rush sets▪ Boards/bags – footwork and handwork
Intermediate	<ul style="list-style-type: none">▪ Cone drill▪ Run block/run rush versus dummy▪ Pass block/pass rush versus dummy▪ OL sandbags▪ DL handwork with swims and rips
Advanced	<ul style="list-style-type: none">▪ Pass set to run block on sled▪ Bag drill read – pass or run▪ 4 point stance versus sled▪ DL dummy weaves out of stance with hip flips▪ OL push/pull power hops

SPORTS SPECIFIC EXERCISES - FOOTBALL RUNNING BACK/TIGHT END/LINEBACKER

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Stance/starts▪ Pass routes – check down/flats or pass reads▪ Run drills/run blocking/run reads▪ Boards/bags – footwork and handwork
Intermediate	<ul style="list-style-type: none">▪ Pass routes with ball or pass read with ball▪ Pass block/pass rush versus dummy
Advanced	<ul style="list-style-type: none">▪ Stance versus sled▪ Run block versus sled▪ Ball security with perturbation

SPORTS SPECIFIC EXERCISES - FOOTBALL WIDE RECEIVER/DEFENSIVE BACK

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Stance/starts▪ Run/pass block footwork▪ Short route run/reads
Intermediate	<ul style="list-style-type: none">▪ Short routes with ball▪ Pass read with ball▪ Long route read
Advanced	<ul style="list-style-type: none">▪ Long routes with ball▪ Run block versus dummy▪ Run read/shed versus dummy▪ Pass block read versus dummy

SPORTS SPECIFIC EXERCISES - FOOTBALL QUARTERBACK

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Stationary throwing▪ Run play footwork▪ Pass drop footwork
Intermediate	<ul style="list-style-type: none">▪ Rollout footwork▪ Pass drop with throws▪ Throws from knees
Advanced	<ul style="list-style-type: none">▪ Pressure pass drop with throws▪ Knee to upright throws▪ Bucket throws

SPORTS SPECIFIC EXERCISES – FB SPECIAL TEAMS

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Stance and approach▪ Approach with dry kick/punt hold▪ Snapping position
Intermediate	<ul style="list-style-type: none">▪ Catch and throws▪ Approach and kick/punt without pressure▪ Short snaps
Advanced	<ul style="list-style-type: none">▪ Fake kick/punt and run▪ Running punt▪ Dropped ball grab and punt▪ Place kicking▪ Long snaps▪ Kick/snap plays with blocking

SPORTS SPECIFIC EXERCISES – GOLF

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Putting stroke without ball contact▪ Short game stroke without ball contact
Intermediate	<ul style="list-style-type: none">▪ Putting stroke with ball contact (short to long)▪ Short game with ball contact (short to long)▪ Dry swings with irons and drivers without ball contact
Advanced	<ul style="list-style-type: none">▪ Practice range with irons and driver▪ Putting green scenarios▪ Progress hole play to round play

SPORTS SPECIFIC EXERCISES – WOMEN’S LACROSSE

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Field running drills▪ Stick work with foot work▪ Wall ball catch
Intermediate	<ul style="list-style-type: none">▪ Play routes with stick▪ Passing drills▪ Offensive/defensive drills▪ Practice plays versus opponent
Advanced	<ul style="list-style-type: none">▪ Shooting▪ Combination drills versus opponent▪ Offensive/defensive drills versus opponent▪ Goal tending drills

SPORTS SPECIFIC EXERCISES – SOCCER

<i>Field Players</i>	
Progression	Functional Task
Initial	<ul style="list-style-type: none"> ▪ Field running/agility drills ▪ Ball footwork ▪ Passing drills
Intermediate	<ul style="list-style-type: none"> ▪ T-drills ▪ Dynamic run passing ▪ Short headers ▪ Offensive/defensive drills
Advanced	<ul style="list-style-type: none"> ▪ Run plays + shooting ▪ Long headers ▪ Offensive/defensive drills versus opponent

<i>Goalkeepers</i>	
Progression	Functional Task
Initial	<ul style="list-style-type: none"> ▪ Goal footwork – shuffles, power jumps ▪ Stationary catches ▪ Punting ▪ Lay down dive stops
Intermediate	<ul style="list-style-type: none"> ▪ T-drills from ground ▪ Kneeling dives ▪ Corner kick clearances ▪ Shuffle catches
Advanced	<ul style="list-style-type: none"> ▪ Timed Illinois test ▪ Reaction catches ▪ Standing dives

SPORTS SPECIFIC EXERCISES – SOFTBALL

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Jogging poles▪ Short toss 60-90 feet▪ Ground balls/defensive work▪ Swings off a tee in cages
Intermediate	<ul style="list-style-type: none">▪ Base running▪ Long toss 90-150 feet▪ Position specific drills – catchers, infield, outfield; pitching mechanics▪ Front toss or side toss in cages
Advanced	<ul style="list-style-type: none">▪ Defensive diving/sliding▪ Live batting practice▪ Inning play versus opponent▪ Live pitching full mechanics▪ Catcher blocks

SPORTS SPECIFIC EXERCISES – SWIMMING

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Short yardage stroke work▪ In-pool wall starts, open turns
Intermediate	<ul style="list-style-type: none">▪ Increase yardage with full stroke▪ In-pool starts, flip turns at wall▪ Pace work for time
Advanced	<ul style="list-style-type: none">▪ Training yardage with full stroke▪ Stroke progression, multiple strokes▪ Block starts

SPORTS SPECIFIC EXERCISES – TENNIS

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ On court agilities▪ Footwork drills▪ Shadow swings for mechanics – all strokes + serve
Intermediate	<ul style="list-style-type: none">▪ Sprints to net for volley - directional▪ Ground stroke work, light serve▪ Ball machine
Advanced	<ul style="list-style-type: none">▪ Point play – all strokes + serve▪ Service returns

SPORTS SPECIFIC EXERCISES – TRACK & FIELD/CROSS COUNTRY

<i>Sprinters /Hurdlers</i>	
Progression	Functional Task
Initial	<ul style="list-style-type: none"> ▪ 2 point, 3 point start stance get-out's ▪ Short run mechanics/strides ▪ Hurdle stretch + walk-overs
Intermediate	<ul style="list-style-type: none"> ▪ Block starts ▪ In's/out's acceleration patterns ▪ Hurdle quick legs – cycles, leg kicks ▪ Slow approach hurdle hops
Advanced	<ul style="list-style-type: none"> ▪ Sprint pace work ▪ Timed splits ▪ Full approach hurdles

<i>Jumpers – Long, Triple, High Jump; Pole Vault</i>	
Progression	Functional Task
Initial	<ul style="list-style-type: none"> ▪ Shadow approaches ▪ Jump drills ▪ Runway approaches
Intermediate	<ul style="list-style-type: none"> ▪ Box jumps with controlled landing ▪ Soft approach pit landings ▪ Bridge ups ▪ Walk overs ▪ Pop-up vault ▪ Mat drills – tumbling/landing for high jump + pole vault
Advanced	<ul style="list-style-type: none"> ▪ Full runway approaches ▪ Power jumps with landing ▪ Inversion jumps – high jump ▪ Short approach vault

<i>Throwers</i>	
Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Shadow throws for technique▪ Footwork drills
Intermediate	<ul style="list-style-type: none">▪ Stationary short throws▪ Throws from knees▪ Slow spin (if warranted)▪ Progressive weighted throws
Advanced	<ul style="list-style-type: none">▪ Full approach throw (implement-specific)▪ Advanced footwork drills – technique dependent

<i>Cross Country; Distance Track Events</i>	
Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Short distance repeats - event specific▪ Strides
Intermediate	<ul style="list-style-type: none">▪ Increase pace work/tempo run▪ Hill work
Advanced	<ul style="list-style-type: none">▪ Timed run – event specific

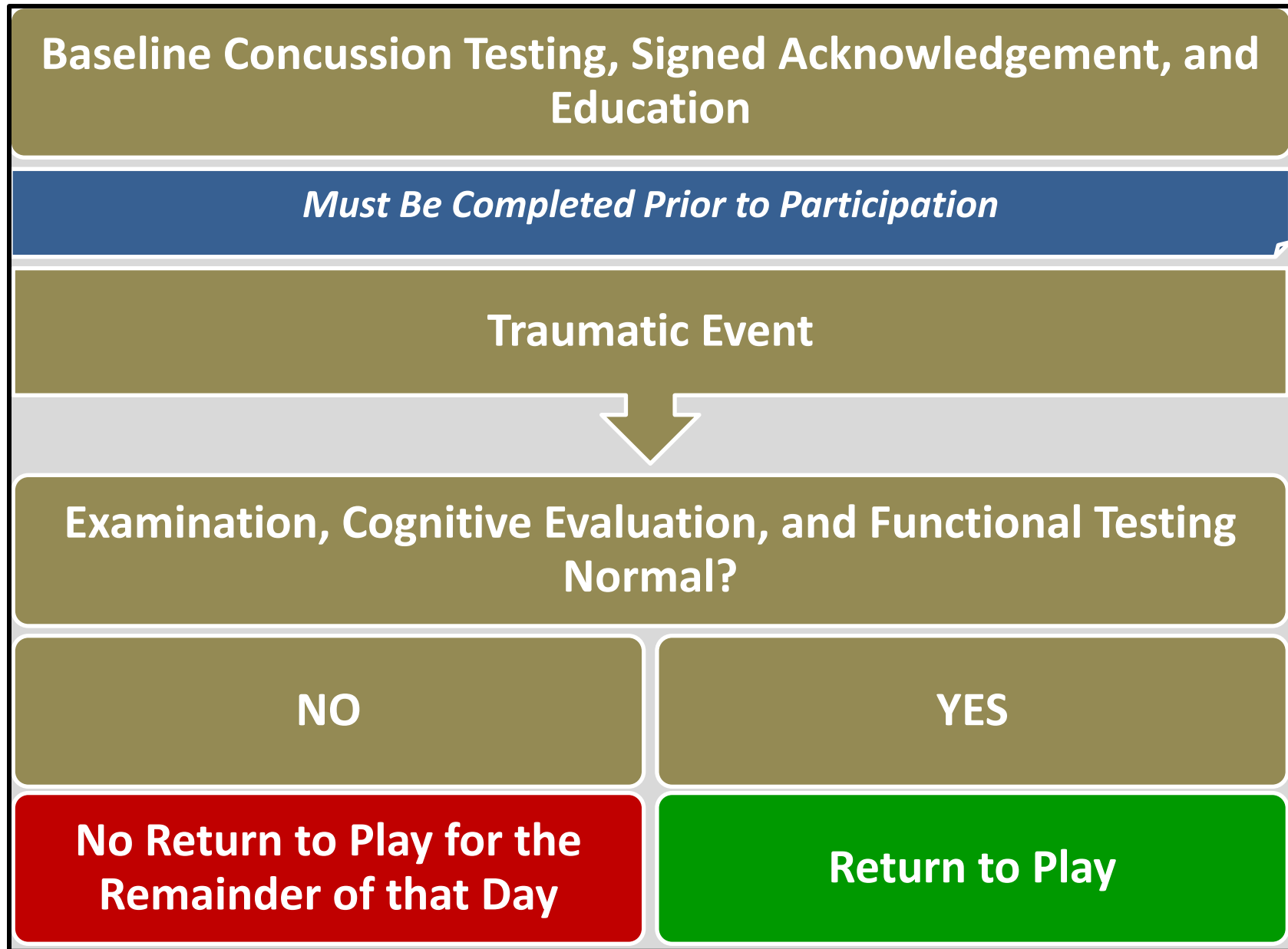
SPORTS SPECIFIC EXERCISES - VOLLEYBALL

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ On court agilities▪ Footwork drills▪ Ground serving▪ Shadow blocks + approaches without ball▪ Passing drills▪ Setting against wall
Intermediate	<ul style="list-style-type: none">▪ Stationary hitting▪ Peppering with partner▪ Jump serving▪ Blocking + hitting drills with ball▪ Setting to target
Advanced	<ul style="list-style-type: none">▪ Blocking + attacking live hitting▪ Defensive drills with diving▪ Full serve/receive▪ Full ball digs

SPORTS SPECIFIC EXERCISES – WRESTLING

Progression	Functional Task
Initial	<ul style="list-style-type: none">▪ Alternating directional mat jogs▪ Walk through stand up drill without partner▪ Shadow drilling▪ No throws
Intermediate	<ul style="list-style-type: none">▪ Alternating directional mat intervals▪ Functional drills – takedowns, escapes, carries, sweeps, sprawl▪ Explosive stand up drill with partner – low resistance▪ Fast paced shadow drilling
Advanced	<ul style="list-style-type: none">▪ Explosive stand up drill with partner – increase resistance▪ Functional drills - hand fights, pummel, partner, no throws

Concussion Management Process



Management of Athlete with Identified Concussion

