

## **Concussions: School Nurses Heading the Crisis**

### **NYSNA Continuing Education**

*The New York State Nurses Association is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.*

This program has been awarded 1.0 CH through the New York State Nurses Association Accredited Provider Unit.

*The New York State Nurses Association is accredited by the International Association for Continuing Education and Training "IACET" and is authorized to issue the IACET CEU.*

The New York State Nurses Association is authorized by IACET to offer 0.1 CEU for this program.

In order to receive contact hours/CEUs participants must view the recorded presentation, pass a comprehensive exam with at least 80%, and submit an evaluation. Contact hours/CEUs will be awarded until October 2, 2020.

All American Nurses Credentialing Center (ANCC) accredited organizations' contact hours are recognized by all other ANCC accredited organizations. Most states with mandatory continuing education requirements recognize the ANCC accreditation/approval system. Questions about the acceptance of ANCC contact hours to meet mandatory regulations should be directed to the Professional licensing board within that state.

NYSNA has been granted provider status by the Florida State Board of Nursing as a provider of continuing education in nursing (Provider number 50-1437).

NYSNA wishes to disclose that no commercial support or sponsorship has been received. NYSNA Program Planners and Presenters declare that they have no conflict of interest in this program.

## How to Take This Course

Please take a look at the steps below. These will help you to progress through the independent learning module, complete the course examination and receive your certificate of completion.

### 1. REVIEW THE OBJECTIVES

The objectives provide an overview of the recorded presentation and identify what information will be covered. Objectives are stated in terms of what you, the learner, will know or be able to do upon conclusion of the presentation. They let you know what you should expect to learn by viewing this particular recording and can help you focus your study.

### 2. PRINT YOUR RESOURCES PAGE!

There is an excellent "Resources" page available prior to viewing the recording. We recommend that you print this page to keep as a guide for future use. These resources are referenced at the end of the presentation as well.

### 3. WATCH THE PRESENTATION

View the recorded presentation in its entirety.

### 4. COMPLETE THE COURSE EXAM

After watching the presentation, click on the "Course Exam" option located on the course navigation toolbar. Answer each question by clicking on the button corresponding to the correct answer. All questions must be answered before the test can be graded; there is only one correct answer per question.

HINT! You can print and review the exam questions before viewing the presentation and answer the questions as you move through the recording. Just remember to submit your final answers online.

### 5. GRADE THE TEST

Next, click on "Submit Test." You will know immediately whether you passed or failed. If you do not successfully complete the exam on the first attempt, you may take the exam again. If you do not pass the exam on your second attempt, you will need to purchase the program again.

### 6. FILL OUT THE EVALUATION FORM

Upon passing the course exam you will be prompted to complete an evaluation. You will have access to the certificate of completion after you complete the evaluation. At this point, you should print the certificate and keep it for your records.

## **Introduction**

In New York State (NYS) approximately 50,500 children under the age of 19 visited the emergency department for traumatic brain injury, of which 3,000 were hospitalized in 2009 (New York State Public High School Athletic Association, n.d.). A law was passed in NYS that took effect in the summer of 2012 called the *Concussion Prevention and Management Act* to address this significant issue.

As part of this law, schools are required to have a Concussion Prevention and Management Team to work towards decreasing the number of students who incur a concussion, and to manage the student at school to avoid long term effects from concussions when they do happen - it is vital for School Nurses to be on that team. The intention of this program is to enhance the knowledge of the School Nurse in order to be as effective as possible to meet the goals of the team.

Presented by: **Lucille Contreras Sollazzo, BSN, RN-BC, NPD**

## **Presentation Objectives**

At the conclusion of this recorded presentation, the learner will be able to:

- List the causes of a concussion and preventative measures.
- Recognize signs and symptoms of a concussion.
- Name post-concussion management and return to school activities.
- List the role of the school nurse in concussion management in the school setting.

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### **About the Presenter**

*Lucille Contreras Sollazzo, BSN, RN-BC, NPD*

Lucille Contreras Sollazzo, BSN, RN-BC, NPD is the Associate Director of the Nursing Education and Practice Department for the New York State Nurses Association (NYSNA), representing over 40,000 registered nurses in the State of New York and New Jersey.

Ms. Contreras Sollazzo has been a nurse for over 30 years, working in many specialty areas. She is Board Certified as a Nursing Professional Development Specialist and is pursuing a master's degree in Nursing Education.

The presenter has declared they have no vested interests.

Recorded: June 26, 2017

Duration: 33 minutes

The recording may be accessed from:  
<https://vimeo.com/234348470>

## Resources

The following list of resources was compiled from the presentation.

### Centers for Disease Control and Prevention

HEADS UP to Health Care Providers: <https://www.cdc.gov/headsup/providers/index.html>

HEADS UP to Schools: <https://www.cdc.gov/headsup/schools/index.html>

HEADS UP to Parents: <https://www.cdc.gov/headsup/parents/index.html>

HEADS UP Resource Center: <https://www.cdc.gov/headsup/resources/index.html>

### New York State Public High School Athletic Association

Summary Concussion Management and Awareness Act:

<http://www.nysphsaa.org/Portals/0/PDF/Safety/Summary%20Concussion%20Management%20and%20Awareness%20Act.pdf>

### The University of the State of New York

#### The State Education Department

Guidelines for Concussion Management in the School Setting:

<http://www.nysphsaa.org/portals/0/pdf/safety/NYSED%20Guidelines%20for%20Concussion%20Management.pdf>

## References

- Avner, J., Bakst, L., Bazarian, J. J., McCauley Belokopitsky, K., Blyth, B. J., Cofino, K., . . . Wold, G. (2012, June). *Guidelines for Concussion Management in the School Setting*. The University of the State of New York, The State Education Department, Albany. Retrieved from <http://www.p12.nysed.gov/sss/schoolhealth/ConcussionManageGuidelines.pdf>
- Centers for Disease Control and Prevention. (n.d.). *Concussion Symptom Checklist*.
- Centers for Disease Control and Prevention, & National Center for Injury Prevention and Control, Division of Unintentional Injury Prevention. (2017, January 31). What Is a Concussion? Retrieved from [https://www.cdc.gov/headsup/basics/concussion\\_what.html](https://www.cdc.gov/headsup/basics/concussion_what.html)
- Centers for Disease Control and Prevention, & National Center for Injury Prevention and Control, Division of Unintentional Injury Prevention. (2017, February 03). HEADS UP to Schools: School Nurses. Retrieved from <https://www.cdc.gov/headsup/schools/nurses.html>
- Collins, M., & Gioia, G. (2006). *Concussion Definition and Pathophysiology* [The Evolving Definition of Concussion handout].
- Greenwald, B., Bell, K., & Model System Knowledge Translation Center. (n.d.). Sleep and Traumatic Brain Injury. Retrieved from <http://www.msktc.org/tbi/factsheets/Sleep-And-Traumatic-Brain-Injury>
- Herceg, M. (2014, November 25). Mood and Behavioral Changes after Concussion. Retrieved from <http://www.concussionconnection.com/mood-and-behavioral-changes-after-concussion/>

## Concussions: School Nurses Heading the Crisis

### Course Exam

After viewing the video presentation, please select the best answer to the questions below.

**Note:** Contact hours/CEUs will be awarded for this online course until **October 2, 2020**.

1. A concussion can only occur when a student has specifically hit their head on a hard object.
  - A. True
  - B. False
  
2. Somatic symptoms of a concussion are:
  - a. Dizziness
  - b. Nausea/vomiting
  - c. Balance disruption
  - d. Sensitivity to loud sounds
  - A. a, b, c
  - B. a, c, d
  - C. b, c, d
  - D. All of the above
  
3. It is **not** necessary for athletes to create a non-judgmental environment about stopping play with their fellow teammates when an athlete has hit their head and says they have a headache, as it is the responsibility of the coach to handle the situation.
  - A. True
  - B. False
  
4. The New York Concussion Awareness and Management Act defines a concussion management team as everyone, except:
  - A. Student
  - B. School Nurse
  - C. Coach
  - D. Athletic Director
  - E. Parent/Guardian
  - F. Hospital Administrator
  
5. Students should be educated about prevention measures that they should take during activities, sports and even when walking from class to class, to avoid an injury could that can lead to a concussion?
  - A. True
  - B. False
  
6. School Nurses can have a significant role when a student returns to school after a concussion because they can be involved in:
  - a. Assessment of student for concussion symptoms.
  - b. Communication with parent/guardian, teachers, coaches.
  - c. Review of return to school and activity order by medical provider with teachers, coaches, parent/guardian and student.
  - d. Documentation in a student's record.
  - A. a, b, c

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- B. a, b, d
  - C. b, c, d
  - D. All of the above
7. Following a head trauma, injury to the neurons in the brain can cause an interference with cell communication and the cells in the brain become vulnerable. Therefore students should:
- a. Get right back in to studying so that they retain the knowledge about the subjects they are studying.
  - b. They should not read, text, play video games or study even when they are home from school.
  - c. Not play sports or exercise.
  - d. Get plenty of rest.
- A. a, b, c
  - B. a, c, d
  - C. b, c, d
  - D. All of the above
8. NYS School districts should have a concussion policy and action plan as per The New York State Concussion Management and Awareness Act?
- A. True
  - B. False
9. Affective symptoms of a concussion are due to damage to the part of the brain that controls emotions and behavior. It is therefore important to:
- a. Discuss with parent/guardian, teachers about the students typical behaviors and educate them on what to look for pertaining to affective symptoms, noticing these symptoms taking place when there is not a specific event triggering the reaction.
  - b. Monitor the student's behaviors and emotions on a daily basis when they return to school including assessing for suicidal ideations.
  - c. Work with the parent/guardian, coach, teachers and school counselor around supporting the student during this difficult time and that the student may need to be referred to a neuropsychologist if symptoms persist.
  - d. Educate the student about affective symptoms such as emotional liability, irritability, fatigue and sadness.
- A. a, b, c
  - B. a, b, d
  - C. b, c, d
  - D. All of the above
10. Prevention measures to avoid concussions requires the entire school district to follow policies that include:
- a. Ensuring students wear protective equipment properly when playing a sport that requires it even during practice.
  - b. Ensuring that fields, play areas, and playgrounds are free of holes, uneven areas, damaged equipment, or equipment that is not properly secured or padded.
  - c. Good sportsmanship and playing by the rules in the playground, on the field, at practice drills and at recess is taught and adhered to.
  - d. Family members take the frustration of the sport on are encouraged to yell at other athletes and coach.
- A. a, b, c
  - B. a, b, d
  - C. b, c, d
  - D. All of the above