

# **Implementing Return to Play: Learning from the Experiences of Early Implementers**

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**Safe States Alliance/SAVIR Annual Meeting  
Baltimore, MD**

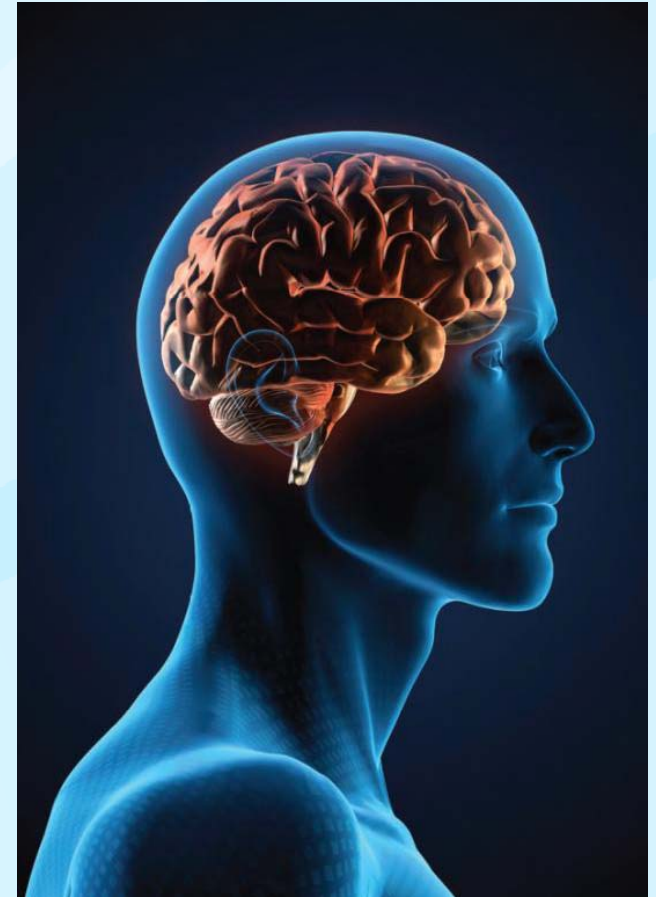
**June 7, 2013**

National Center for Injury Prevention and Control



## Background

- ❑ 2.4 million emergency department visits, hospitalizations, and deaths including diagnosis of TBI
- ❑ Approximately 75% of TBI are concussions
- ❑ Concussion: a blow or motion to the head or body that causes the brain to move rapidly inside the skull
- ❑ When not properly evaluated/managed risk of catastrophic injury or death

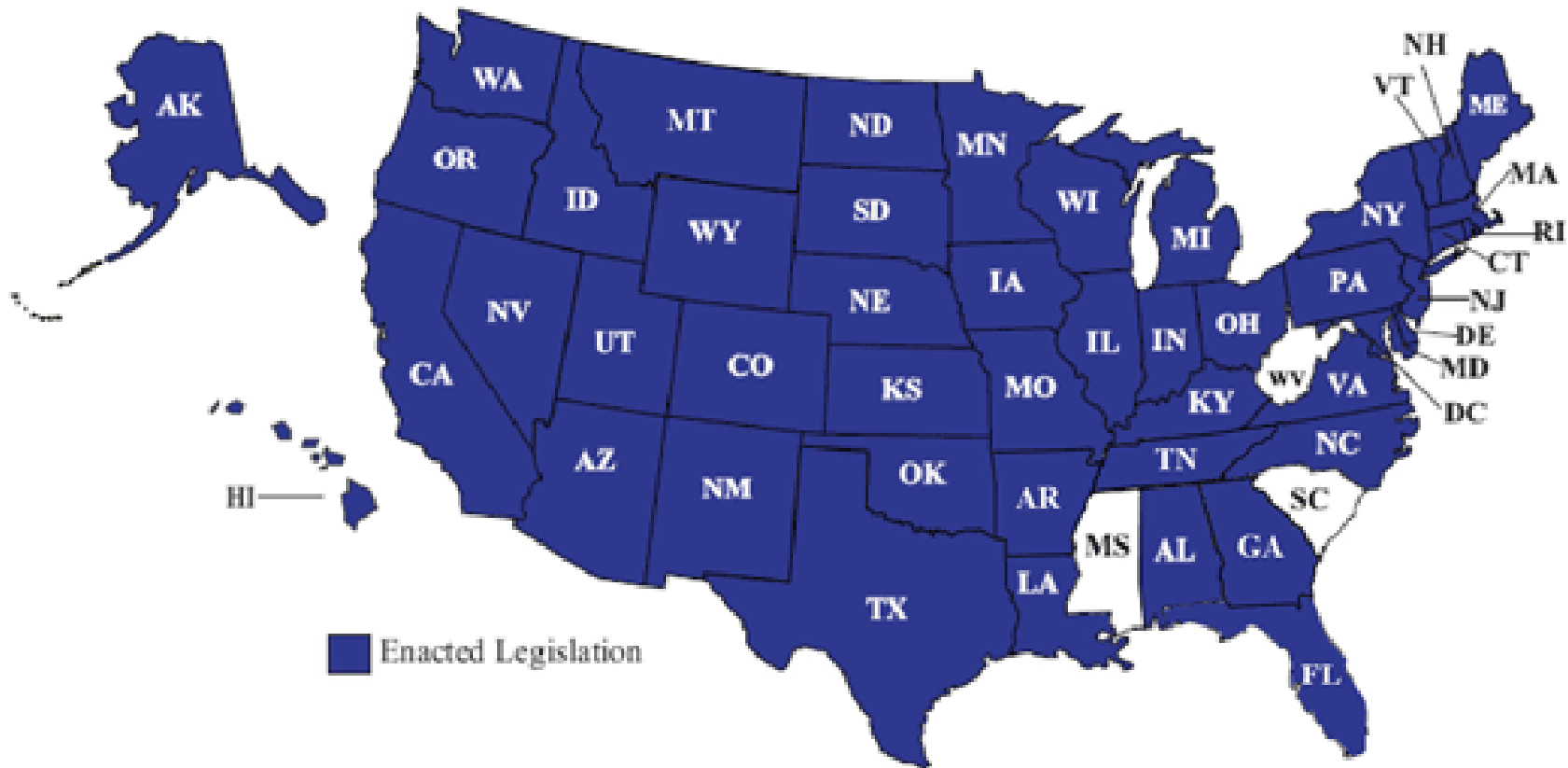


## Return to Play Laws

- Laws addressing protocols for determining when a youth athlete is safely able to return to participating in sports or other activities after recovering from an injury
- Requirements vary but typically include:
  - Mandatory removal from play
  - Required medical clearance to return to play
  - Required training/education for coaches, parents and athletes

# Sports-Related Concussions Legislation

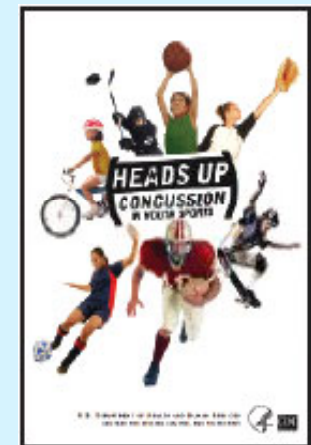
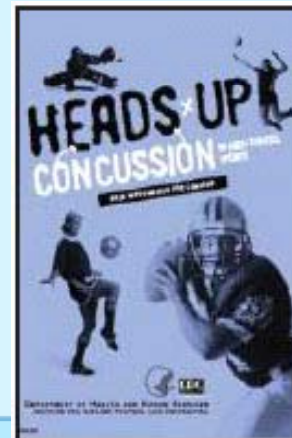
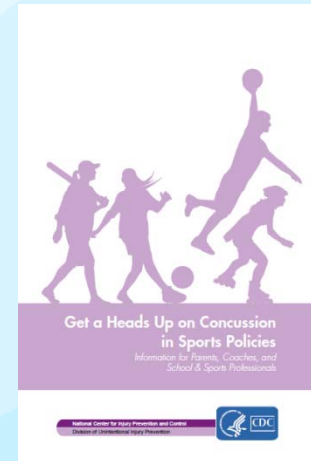
States with Enacted Legislation Targeting Youth Sports-Related Concussions



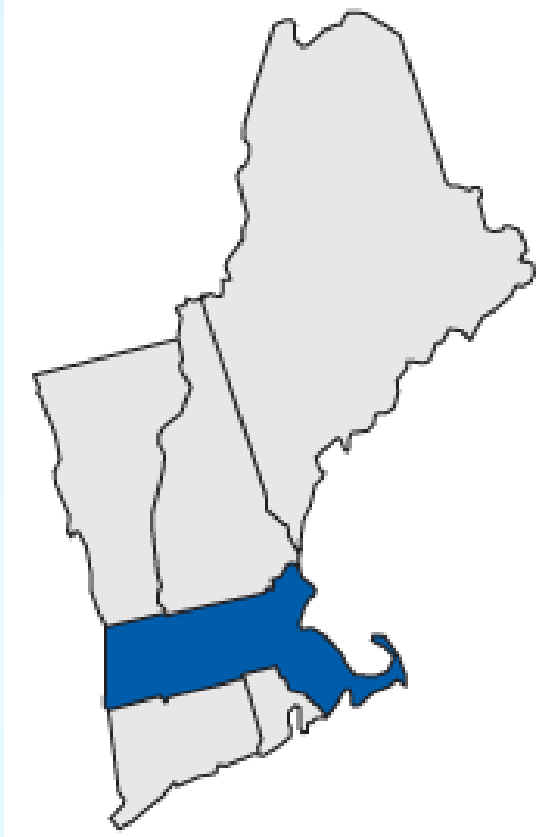
National Conference of State Legislatures, Updated April 2013

# CDC Heads Up

- NEW - Get a Heads Up on Concussion in Sports Policies
  - Overview of concussions
  - Overview of policies employed by states and schools
  - Policy considerations
  - [www.cdc.gov/concussion/policies.html](http://www.cdc.gov/concussion/policies.html)
- Heads Up
  - [www.cdc.gov/headsup](http://www.cdc.gov/headsup)



# State Highlight: Implementation



# Sports-Related Concussions Legislation

States with Enacted Legislation Targeting Youth Sports-Related Concussions



# Organization of Guide

- The State RTP Guide presents key considerations based on the interviews from MA and WA stakeholders on the following topics:
  - Stakeholder Roles and Responsibilities
  - Implementation Requirements
  - Knowledge and Awareness
  - Medical Clearance
  - Supporting and Monitoring Implementation of RTP Laws
  - Planning Ahead to Evaluate the Impact of RTP Laws



# Stakeholder Roles and Responsibilities

## □ Lessons Learned

- Value Stakeholder Input
  - Include a robust set of stakeholders
  - Incorporate diverse perspectives to improve outreach and education efforts
  - Engage stakeholders early on
- Build in time for Planning
  - Don't underestimate or undervalue time needed for planning implementation
  - Develop a thorough and comprehensive implementation plan as early as possible

# Implementation Requirements

## ❑ Lessons Learned

- Consider a comprehensive approach for preventing injury
  - Incorporate or recommend strategies for preventing concussions and other injuries
  - Consider Return to Play protocols for other types of injuries
- Be specific about implementation details
  - Be clear from the beginning about details of implementation to increase consistency across schools
  - For example, create a checklist for requirements

# Knowledge and Awareness

## □ Lessons Learned

- Provide access to resources regarding access to return to play strategies to recreational leagues
  - Recreation leagues are often not included in laws
  - Provide public access to resources and information developed for policy implementation
- Awareness of Laws
  - Increase awareness with a variety of stakeholder groups
  - Provide clarity on purpose, intent and requirements
- Increase awareness of severe consequences of subsequent injury
  - May decrease player resistance to reporting symptoms

# Medical Clearance

## ❑ Lessons Learned

- Keep up with the science
  - Medical science behind diagnosis and management of concussions is constantly evolving
  - Involve stakeholders with current medical knowledge
- Consider access to appropriate healthcare
  - Explore mechanisms for ensuring athletes receive appropriate assessment and management
- Consider the importance of “Return to Academics”
  - If within the scope of the law, address challenges associated with return to academics after concussion through training or additional protocols
  - MA included Return to Academics in their Regulations

# Supporting and Monitoring Implementation

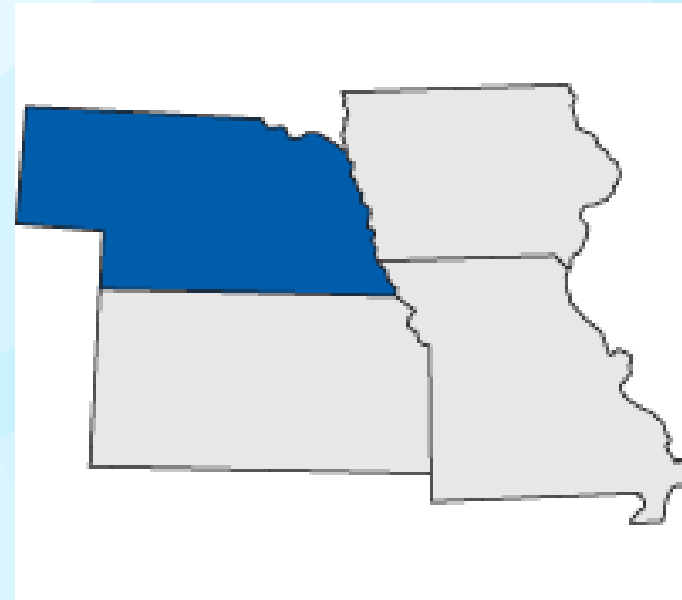
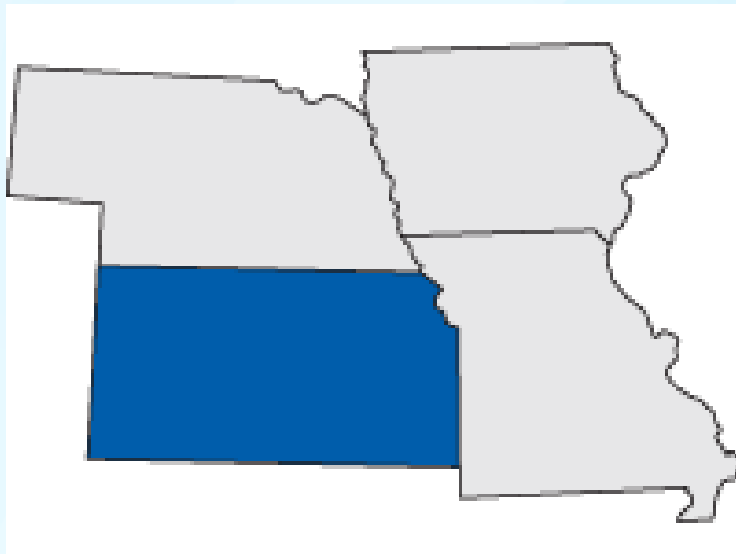
- ❑ **Potential barrier to implementation: availability of resources for implementation, monitoring, evaluation**
  - Resources to consider include staff time, stakeholder capacity, or financial resources
  - Also consider the resources available at the school level to implement the legislation
  - Involving implementers in planning can help to identify ways to decrease staff burden while ensuring appropriate implementation

# Evaluating the Impact of Return to Play Laws

## □ Plan Ahead

- Types of evaluation to conduct
  - Implementation
  - Impact
- Resources available for conducting the evaluation
  - Funding, staff time, expertise
- Data needed to conduct the evaluation
  - Identify early on in implementation

# State Highlight: Evaluation



# Coming Soon!

Step by Step – Evaluating Violence and Injury Prevention Policies

## Overview of Briefs

Policy strategies are one way to address injury and violence prevention at a population-based level. Although policy has been used effectively in some areas of injury and violence prevention, policy strategies in some areas lack a sufficient evidence base. Policy evaluation can establish or improve this evidence base and serve an important purpose along the entire chain of the policy process. NCIPC developed this series of briefs to increase the use of policy evaluation methods in the field of injury prevention and control.

The briefs and related appendices are intended to provide an increased understanding of the concepts and methodologies of policy evaluation. They are not intended to provide a "how-to" but rather to provide a solid foundation for exploring the utility of policy evaluation as a methodology and an overview of the critical steps and considerations throughout the process. Each of the briefs focuses on one specific aspect of policy evaluation; however, reading them all will provide a comprehensive overview of policy evaluation concepts and methodology. The appendices provide additional detail on specific topics.

**Brief 1** Provides an introduction to the basic concept of policy evaluation, including its relationship to the policy process and the underlying evaluation framework. A graphic of the evaluation framework, provided at the top of each brief, highlights which of the steps are discussed in that particular brief.

**Brief 2** Outlines the first three steps in preparing for and planning a policy evaluation: engaging stakeholders, describing the program, and focusing the evaluation. Also discusses the process of developing an evaluation plan.

**Brief 3** Overview of policy content evaluation, which focuses on the content of the policy and understanding the context of policy development.

**Brief 4** Overview of implementation evaluation, which looks at how a policy was implemented including critical differences between planned and actual implementation.

**Brief 5** Overview of policy impact evaluation, which aims to determine whether intended changes have occurred and whether those changes can be attributed to the policy.

**Brief 6** Suggestions for identifying, collecting and analyzing data. In addition, it provides suggestions for interpretation of results once analyses are completed.

**Brief 7** Key suggestions for effectively applying and communicating the results of the evaluation.

**Appendices** Twenty-two appendices are provided to enhance understanding of policy evaluation and aid in planning and implementing policy evaluation.

National Center for Injury Prevention and Control



## Policy Evaluation Tools

- ✓ The Basics
- ✓ Evaluation Planning
- ✓ Content Evaluation
- ✓ Implementation Evaluation
- ✓ Impact Evaluation
- ✓ Analyzing Data
- ✓ Communicating Results

