INTRODUCTION

• There are tremendous benefits associated with being a student-athlete. Student-athletes learn important things, lessons that cannot be learned in a classroom.

• But these potential benefits are wiped out if students are not aware of some basic, fundamental health and safety guidelines.
PURPOSE OF PRESENTATION

- Educate student-athletes and parent/guardians of Health and Safety resources available.

- Make student-athletes aware of the importance of basic health and safety needs.

- Give student-athletes an understanding of the role their health plays in academic and athletic achievement.
The items in this presentation are highlights of information posted on the Health and Safety section of the MCPS Athletics web page found at: www.montgomeryschoolsmd.org/departments/athletics.

Student-athletes and their parent/guardians are required to review some of that information as a condition of participation during the online registration process for athletics.

Students who cannot access the MCPS Athletics web page should see their coach or athletic director for the information.
THE R.A.I.S.E. CORE VALUES OF MCPS ATHLETICS

• Respect & Sportsmanship
• Academic Excellence
• Integrity & Character
• Spirited & Safe Competition
• Equity & Access

Coaches and student-athletes are expected to promote & R.A.I.S.E. our core values across MCPS Athletics and our school district.

The following video highlights our R.A.I.S.E. core values in action:

https://www.youtube.com/watch?v=qaBp6uO3vqU&t=21s
BULLYING, HARASSMENT & HAZING

- Bullying, Hazing & Harassment are in direct conflict with our R.A.I.S.E. core values
- Abuse of any kind – verbal, mental, emotional, physical – will not be tolerated in any form across MCPS athletics and our school district
- Students engaging in such activities are not welcome in our program
- Coaches and student-athletes are expected to promote a positive culture and immediately report any instances of abuse, bullying, hazing, and/or harassment
- A statement from MCPS regarding bullying, harassment, and hazing is available here: https://www.youtube.com/watch?v=F9j-1DGvKRC&feature=youtu.be
WHAT IS HAZING?

• Any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of a person’s willingness to participate.”

• A reckless or intentional act or creation of a situation “that subjects a student to the risk of serious bodily injury for the purpose of initiation into a student organization.”

WHAT ARE EXAMPLES OF HAZING BEHAVIOR?

• Common hazing practices include humiliation, isolation, sleep deprivation, alcohol/binge drinking and sexual acts.

• Additional hazing rituals, that may lead to traumatic injuries include beating, branding, consuming nonfood substances and simulated drowning.

• Additional activities with the intent to harm, humiliate, or subject team members to subordinate status.

WHAT ARE THE CONSEQUENCES OF HAZING?

• Hazing may result in immediate dismissal from the team and team sanctions, including the forfeiture of contest(s).

• Hazing will result in the full range of disciplinary action per the MCPS Student Code of Conduct.

• Hazing is prohibited and considered a misdemeanor that is punishable by imprisonment and/or a fine.

**BULLYING VERSUS HAZING**

**WHAT IS BULLYING?**

- Bullying is defined as an aggressive act by one or more individuals where the intent is to cause physical or psychological harm; this includes cyberbullying.

**HOW IS BULLYING RELATED TO HAZING?**

- Hazing may be considered a form of bullying for the goal of causing discomfort, embarrassment, or ridicule for the purpose of joining a group.
- Bullying often is used to exclude an individual, while hazing is viewed as a ritual within a group.
- Bullies tend to operate individually or in small groups while hazing typically is performed by the group or team as a whole.

## Hazing, Health & Wellness

### For Those Being Hazed

<table>
<thead>
<tr>
<th>Physical, emotional, and mental difficulties</th>
<th>Academic difficulties</th>
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</thead>
<tbody>
<tr>
<td>Loss of control and empowerment</td>
<td>Relationship difficulties</td>
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<tr>
<td>Academic difficulties</td>
<td>Guilt and shame</td>
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<tr>
<td>Relationship difficulties</td>
<td>Distorted self-image &amp; perception of leadership</td>
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<tr>
<td>Post-traumatic stress</td>
<td>Damaged reputation</td>
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<tr>
<td>Loss of trust and respect for the team and its members</td>
<td>Legal difficulties</td>
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<tr>
<td>Illness and hospitalization</td>
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IDENTIFYING HAZING

If you’re not sure whether or not something happening to you or to someone else is hazing, ask yourself these questions:

• Would I feel comfortable participating in this activity if my parents or other adults were watching?

• Would we get in trouble if a school administrator walked by and saw us?

• Am I being asked to keep these activities a secret?

• Am I doing anything illegal?

• Does participation in this activity violate my values or those of this organization?

• Is this causing emotional or physical distress or stress to myself or to others?

• Am I going to be able to get a job if I have to put a criminal arrest on my application?

Students and staff members are expected to report all incidents they witness or experience.

All incidents of bullying, harassment, hazing, or intimidation, whether among students or coaches, will be taken seriously and investigated.

To report an incident of bullying, harassment, hazing, or intimidation, MCPS Form 230-35: Bullying, Harassment, or Intimidation Reporting Form (available online) should be completed and submitted to the school administration.

The identity of individuals submitting reports will be kept confidential and there will be no reprisals against individuals who make such reports.

We are a community that is made stronger by our collective commitment to honor and respect all members of the team.
Teams are encouraged to:

- Establish Team Core Values
- Create a Season Theme
- Implement a Team Mentorship Program
- Plan Team Building Activities (team meals, problem solving, communication, trust, etc.)
- Conduct a Team Community Service Project
- Engage in a Study Buddy program
- Develop a Communication Framework to Discuss Team Concerns
I. CONCUSSIONS

• A concussion is a brain injury that:
  • Is caused by a bump, blow, or jolt to the head or body
  • Can change the way your brain normally works
  • Can occur during practices or games
  • Can happen even if you have not been knocked out
  • Can be serious even if you’ve just been “dinged” or “had your bell rung”
A – SYMPTOMS

- Headache or “pressure” in the head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion
Sometimes the worst concussions are ones that occur shortly after a previous concussion.

The student-athlete suffers a concussion, considers it “minor” or not important.

However, the student-athlete does not realize he or she is in an especially vulnerable state.

Consequently a second concussion can be especially catastrophic – possibly leading to paralysis or death.
C – STUDENT-ATHLETE ACTIONS FOR SUSPECTED CONCUSSIONS

- Student-athletes who think they might have a concussion should report this to their coach and parent immediately.

- Student-athletes who suspect that a teammate may have suffered a concussion should report this to the coach immediately.

- Student-athletes must make certain they are thoroughly healed before returning to play.

- Remember - There is no such thing as a “minor” concussion.
D – BASELINE TESTING – WHAT IS IT?

- A baseline test measures how a person thinks in a “normal” or non-concussed state.

- When a person has a concussion, a follow-up test can be given to see if the person is “back to normal” – is his or her brain working like it was before the concussion?

- A baseline test may be used to make this comparison.
Baseline testing is part of the MCPS Concussion Plan.

All MCPS student-athletes must undergo baseline concussion testing at the beginning of the season.

Baseline tests are valid for two years.

A test takes about 30 minutes.

This test is for your benefit—TAKE IT SERIOUSLY.
II. HEAT ACCLIMATIZATION, HYDRATION & WEATHER GUIDELINES

- Heat acclimatization means gradually preparing one’s body to adjust to practicing in the heat.

- Hydration includes drinking fluids. Simply put, when you sweat, you lose fluids. Your body must replace those fluids.

- Maintaining a proper level of hydration is important from a health and performance perspective.

- When you are not properly hydrated, you are weaker and slower. More importantly, dehydration can lead to heat stroke.
In general, athletes do not drink a sufficient amount of water.

The National Athletic Trainers Association recommends the following:

<table>
<thead>
<tr>
<th>Fluid</th>
<th>Time</th>
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<tbody>
<tr>
<td>16 ounces</td>
<td>2 hours before exercise</td>
</tr>
<tr>
<td>8 to 16 ounces</td>
<td>15 minutes before exercise</td>
</tr>
<tr>
<td>4 to 8 ounces</td>
<td>Every 15 minutes during exercise</td>
</tr>
<tr>
<td>16 to 20 ounces</td>
<td>Within 6 hours after exercise for every pound lost during exercise</td>
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</table>
• Avoid caffeinated beverages, including sodas, coffee products, and “energy” drinks. They are absorbed at a slower rate and can increase dehydration.

• Student-athletes who do not properly rehydrate their bodies between practices run the risk of cumulative dehydration.

• Cumulative dehydration is when the athlete begins each day more dehydrated than the day before until - often suddenly - the body can simply shut down. The result could be catastrophic.

*The volume and color of your urine is a simple way of seeing if you’re well hydrated.
C – NON-ENVIRONMENTAL RISK FACTORS

- There is not much one can do to control the environmental risk factors – when it’s hot, it’s hot! You cannot do much about that.

- But a person can and should take measures to control non-environmental risk factors, including:
  - Clothing and equipment – lightweight, light color
  - Hydration – drink before, during, and after workouts
  - Diet – maintain a healthy, well-rounded diet
  - Fitness – maintain an exercise regimen in the offseason
  - Acclimatization to heat conditions – gradually prepare for hot conditions
  - Monitoring medications – some medications promote dehydration
The Heat Index is used when determining restrictions on athletic activities.

The NOAA weather conditions for the 20877 zip code are used when making systemwide weather decisions (most central location).

A link to the current NOAA index is on the MCPS Athletics webpage.
E – ARTIFICIAL SURFACE FIELDS

• Artificial surface fields generate greater heat than natural surface fields on warm and hot days.

• MCPS has additional weather guidelines for activities conducted on artificial surface fields:
  • If outdoor temperatures exceed 80 degrees, coaches should exercise caution in conducting activities.
  • When temperatures exceed 90 degrees, one morning or evening practice may be held (before 12 noon or after 5:00 pm).
  • Between 12:00 and 5:00, when the heat index is between 91-104, activities are limited to one hour, with water breaks every 20 minutes.
III. MRSA

- MRSA is another important health and safety concern for student-athletes. MRSA is a type of skin infection.

- Methicillin-Resistant Staph Aureus (MRSA) is a staph infection that does not respond to the more commonly used antibiotics.

- MRSA is commonly found on the skin or in the nose.
MRSA is extremely difficult to treat.

MRSA often looks innocent at first - like an infected pimple. But it can quickly worsen to include redness, warmth, swelling, pain, and drainage.

MRSA is highly contagious – it can be spread by skin-to-skin contact, or contact with contaminated objects such as razors, soap, clothing, or towels.
An important defense against MRSA is simple hand washing.

Shower as soon as reasonably possible following practices and games.

All cuts and abrasions must be washed well and washed often.

Cover possible infections with clean, dry bandages – change frequently.

Suspicious skin lesions should be reported to the coach or school nurse and be evaluated by a doctor.

Prompt recognition and treatment can prevent severe infections and protects teammates from getting infected.

Uniforms/practice clothing should be properly washed after use.
IV. STEROIDS

- The adverse effects of steroids on a person’s long-term health are well documented.

- The hormones used by some athletes to increase muscle mass and strength are anabolic, androgenic steroids.

- The use of steroids won’t lead to muscle growth without also leading to other unintended, undesirable side effects.
A – FACTS ABOUT ANABOLIC STEROIDS

- The possession or sale of anabolic steroids in the United States without a prescription is illegal.

- Athletes who use injectable anabolic steroids in high school have tested positive in collegiate drug tests – months after they stop injecting steroids.

- Athletes who inject steroids are at greater risk for infections, including HIV and Hepatitis.
B – SIDE EFFECTS FROM USE

- Girls who use steroids can grow body and facial hair and experience permanent voice lowering.

- Boys who use steroids can form breast tissue, begin to lose their hair (go bald), and have their testicles shrink.

- Boys and girls who use steroids can have thick, oily skin which often leads to severe acne on the face and body.

- Steroids lead to mood swings, depression, loss of sleep, and paranoia.

- Some athletes have died from steroid use.
V. SUDDEN CARDIAC ARREST

- Sudden Cardiac Arrest is rare but fatal.
- The heart suddenly unexpectedly stops.
- The person affected quits breathing.
WARNING SIGNS

- Fainting or frequent dizziness
- Chest pain
- Shortness of breath
- Unusual tiredness
- Family history

Note: These signs can mean many things, but it is important that you tell your parent/guardian and coach if you have any of these symptoms.
VI. EPIPEN & INHALER

- When a person experiences anaphylaxis (serious Allergic Reaction), Treatment includes a controlled dose of epinephrine to be injected into the body.

- One of the most common types of Epinephrine injection is the EpiPen.

- Inhalers are portable devices intended to treat breathing conditions such as asthma.

- The devices are intended to supply small doses of medicine to the lungs to relieve struggles with breathing.
RESPONSIBILITIES

- Student-athletes need to indicate to their coaches if they use an EpiPen or an inhaler.
- Athletic Trainers will have access to EpiPen’s being kept in the training room.
- Come up with a Plan – Do you have your own? Where Are you going to keep it? Does the coach know? Have you communicated with the athletic Trainer?

![Cartoon image](https://www.foodallergyfun.com/TGF2011)
VII. RHABDOMYOLYSIS

- Rhabdomyolysis is when muscle fibers break down and fluids are released into the bloodstream.

- The break down of muscle fibers can be caused by extreme muscle strain by someone who is not prepared to exercise or lift weights at a particular level – you are doing too much, too quick!

- Experiencing Rhabdomyolysis can cause severe long term affects, ranging from intense muscle pain to permanent kidney damage.
SAFEGUARDS FOR “RHABDO” INCLUDE:

- Gradually increase your workload when exercising (increase weight and amount of reps over a period of several weeks) – do not start with extremes.

- If you are experiencing muscle pain or weakness tell your coach or trainer.

- Drink fluids before and after strenuous exercise to stay hydrated.
VIII. ELECTRONIC COMMUNICATION

- Electronic communication is any form of technology that can be used to get a message to others (i.e. Facebook, Twitter, Instagram, email, blogs, text messages, etc.).

- Parents and students are expected to utilize appropriate, positive use of electronic communications toward athletes, coaches, and/or opponents or other schools.
ELECTRONIC COMMUNICATION –
WHY SHOULD I BE CAREFUL?

- A negative status, post, or comment can ruin relationships and compromise the welfare of athletes and coaches.

- How? –
  - For one, they can be viewed as acts of bullying and hazing.
  - Electronic communication can often be misinterpreted when looked at from another point of view – someone might take sarcasm as literal.
  - College recruiters, school administrators, teachers, and coaches could see messages and could hold it against you.

- Remember, “Big Brother” is watching. Electronic communications are accessible to everyone. Once it’s out there, you lose control. Assume whatever you post, the world (including your coach!) will read.
TAKE AWAYS

- It’s not rocket science – fundamental health and safety habits are largely a matter of common sense!

- MCPS student-athletes and a parent/guardian are required to review specific information regarding Health and Safety on the MCPS Athletics web page.

- Athletes and parent/guardians will verify they have reviewed this information during the online registration process for athletics.
IX. ADDITIONAL INFORMATION

- The following six slides are additional links and information that can be found on the MCPS Athletics Webpage.
Below are items that MCPS refers to as its “Concussion Packet.” Parents and students are required to review this information and submit the required information during the online registration process.

- Concussion Information for Parents (MCPS Letter)
- Baseline Testing Parent Letter
- Consent Form ImPact Baseline Concussion Testing
- Concussion And Sudden Cardiac arrest Awareness acknowledgement
- Pre-participation Head Injury/Concussion Reporting Form for Extracurricular Activities
- Medical Clearance for Suspected Head Injury
- Graduated Return to Play Protocol
- Head's Up: A Fact Sheet for Parents
- Head's Up: A Fact Sheet for Students
· The following are additional resources regarding concussion information on the Health & Safety section of the MCPS Athletics web page that parents and students are encouraged to review:
  
  · MCPS Concussion Plan
  · Concussion Signs and Symptoms Quick Reference Card
  · What is a concussion?
  · A Parent's Guide to Concussion
The next two slides include documents in the Health and Safety section of the Athletics web page. It is Recommended that You and a parent or guardian review these documents:

- Fall Heat Plan
- Heat Restrictions
- Temperature Guidelines
- Heat Index
- Environmental and Non-Environmental Risk Factors
- Extreme Heat: Prevention Guide
Hydration Awareness

Keeping It Cool: Hydration Tips for Athletes

Hydration Color Chart

Position Statements and Recommendations for Hydration to Minimize the Risk for Dehydration and Heat Illness

Position Statements and Recommendations for the Use of Energy Drinks by Young Athletes
Skin infection documents are included on the Health and Safety section of the Athletics web page. You and your parent or guardian are required to review these documents:

- MRSA Prevention
- MRSA Infections
- Prevention Information and Advice for Athletes
- Posters for the Athletic Community
- Precautions Regarding Communicable Infections in Wrestling
- Sports Related Skin Infections Position Statement and Guidelines
This slide includes documents on the Health and Safety section of the Athletics web page. You and your parent or guardian are required to review these documents:

- Steroids Informational Brochure for Parents
- Steroids Informational Brochure for Students
- What You Should Know About Anabolic Steroids
- What You Should Know About Performance Enhancing Substances
- NFHS: Position Statement on Anabolic Steroids
- NFHS: Supplements Position Statement