

Engaging Athletics in Your Prevention Efforts

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Promote Athlete Health and Wellness

Workshop Objectives

- Gain a clear understanding of athletics culture and strategies to engage with their counterparts working with student-athletes
- Identify national data describing the student-athlete experience as it relates to these issues.
- Explore best practices in addressing substance abuse and violence prevention, and mental health promotion with student-athlete population

What is the Role of Athletics in Higher Education?

- Creating successful and productive citizens.
- Positive experience for student-athletes – competition, hard work, excellence.
- Positive experience for the campus community – sense of community, belonging.
- Aspirational Reputation.

What is Athletics' Responsibility to Higher Education

- To support the mission of the academy.
- To work with campus partners to support student-athlete education.
- To contribute to the development of leaders

What Does Athletics Contribute to Higher Education

- To teach the value of hard work, persistence, teamwork.

Introductions

NCAA – Higher Ed Association



Grounded in Health and Safety

- Established 1906
- Dedicated to safeguarding the well-being of student-athletes and equipping them with the skills to succeed on the playing field, in the classroom and throughout life.
- Rules, guidelines and resources to support fair and safe competition



Flying wedge

**NCAA Sport Science Institute
&
NCAA Committee on Competitive Safeguards
and Medical Aspects of Sports**

To promote and develop safety, excellence, and wellness in college student-athletes, and to foster life-long physical and mental development.

Strategic Priorities

- Cardiac health
- Concussion
- Doping & substance abuse
- Mental health
- Nutrition, sleep & performance
- Overuse injuries & periodization
- Sexual assault & interpersonal violence

Addressed within the context of

- Data analytics & informatics
- Athletic healthcare administration

Marijuana

- History

CSMAS Recommendations

- CSMAS reaffirmed that the NCAA has a twofold responsibility to address drug use by student-athletes: (1) to protect the health and safety of college student-athletes; (2) to protect the integrity of athletic competition by preventing cheating.
- CSMAS recommended to amend the NCAA Bylaw that defines NCAA banned drugs in order to create a two-tiered published list of drugs:
 - **Banned Performance-Enhancing Drugs**
 - **Unacceptable Non-Performance Enhancing Drugs**

Recreational Drug Use- Shared Solutions Model

Provide model/template/best practices to address substance abuse, mental/emotional stress, pain, anxiety as underlying factors :

- Continue implementation of existing NCAA best practice resources (APPLE, CHOICES, Step UP!)

Bio-Psycho-Social Model

- Recognizes the mind-body connection and the impact of environmental factors on individual health/wellness/behavior.
- Emphasizes that biological, psychological (thoughts-emotions-behaviors) and social (environmental-cultural influences) play a significant role in health and wellness.
- Asserts that addressing all three in an integrated model is critical for individual adherence to health-promoting or treatment behaviors.

David L. Wyrick, PhD

- Associate Professor
 - Department of Public Health Education
 - University of North Carolina at Greensboro
- Director
 - Institute to Promote Athlete Health & Wellness
- Faculty Athletics Representative
 - UNCG FAR to the NCAA
 - Faculty liaison to Athletics

Institute to Promote Athlete Health & Wellness

To improve the [health and wellness](#) of all athletes through the translation of prevention research to [effective programs, policies, and practices](#).

- IPAHW is at the forefront of excellence in health promotion for athletes of all ages and levels of competition
- We work collaboratively with a variety of organizations to provide educational resources and support through evidence-based programming, training, and research/evaluation

Poll

Attendees

- Who is in the room?
- Why are you here?
- What role do you see athletics playing on your campus in support of your campus mission?
- What role would you like to see athletics play?

Who's Who in Athletics

- Director of Athletics
- Senior Woman Administrator
- Compliance Coordinator
- Sports Psychologists
- Sports Dietitians
- Life Skills Coordinators; Academic Advisors
- Faculty Athletics Representatives
- Coaches
- SAAC/SAM Peer Educators
- Athletic Trainers
- Others. . .

Creating Alliance – *template for success*

1. Establishing trust
2. Establish clear roles
3. Offer clarity on confidentiality and professional boundaries
4. Generate regular communication regarding “what is working, what needs improvement, level of accountability.
5. Listening to the student-athlete – help them find their answers

WHAT IS A COACH?



Fill out additional roles that coaches have in the blank thought bubbles.

TIME MANAGEMENT ADVISOR (clock icon)

RESEARCHER/FACT FINDER (speech bubble icon)

MARKETING/PROMOTION (triangle icon)

PARENT FIGURE (cloud icon)

FACILITATOR (cloud with lightning bolt icon)

TEACHER (speech bubble icon)

ROLE MODEL (thumbs up icon)

FRIEND (thumbs up icon)

IT CONSULTANT (power button icon)

LEGAL CONSULTANT (scales icon)

PLANNER (speech bubble icon)

RULES EXPERT (speech bubble icon)

ALUMNI RELATIONS (speech bubble icon)

VOLUNTEER (speech bubble icon)

TRAVEL AGENT (mountain icon)

COUNSELOR (speech bubble icon)

PUBLIC SPEAKER (exclamation mark icon)

MOTIVATOR (lightbulb icon)

ASSESSOR/EVALUATOR (eye icon)

HEALTH & SAFETY CONSULTANT (exclamation mark icon)

MEDIA FIGURE (silhouette of a person with a megaphone)

FUND RAISER (envelope with dollar sign icon)

LEADER (silhouette of a person)

MANAGER (silhouette of a person)

MENTOR (silhouette of a person)

RECRUITER (silhouette of a person)

NUTRITION CONSULTANT (apple icon)

PERSONAL TRAINER (gear icon)

SOCIAL MEDIA EXPERT (smartphone icon)

CHAUFFEUR/BUS DRIVER (location pin icon)

> For more information visit us online at athlewellness.uncg.edu

What's going on Inside Athletics

- Drug Testing
- Drug Education
- Disciplinary Policies
- Academic Requirements
- FAR-Faculty Connection

Student-Athlete Experience

Poll

<https://ftp.markeys.com/public/file/LgAc6bmxB0eIhbPXYqXoFw/Champions%20Theater%20Anne.zip>

Data From:

DI SAAC Time Demands Survey

2015 GOALS Survey

2012 NCAA Social Environments Survey

ACHA-NCHA Surveys

Clinical Journal of Sports Medicine

2013 NCAA Substance Use Survey

www.ncaa.org/champion/debunked

Division I SAAC Time Demands Survey

- Responses were received from 28,004 Division I student-athletes.
- Women responded to the survey at higher rates than men .
- Freshmen responded at higher rates than other student-athletes, but all classes were adequately represented.
- Response rates varied by sport and conference. Football had one of the lower response rates (7%), but that still equates to over 2,000 survey participants in the sport.

Summary of Findings

Countable Athletically Related Activities (CARA) Limits

- There are a few sports (e.g., men's golf) where a majority of student-athletes support increasing the daily or weekly CARA cap.
- Just under half of football and men's basketball players support daily CARA caps being lifted, but only 13% support moving above 20 hours/week of CARA.
- Most women in Division I do not support increasing the 20 hour/week CARA limit.
- While competition days are currently counted as 3 hours across sport, student-athletes in each sport reported spending 4-9 hours on athletics during a typical day of competition.

Summary of Findings

Time Away from Athletics

In-season

- Most SAs support requiring at least one day away from practice and competition per week. More than 40% of M/W basketball and football players would prefer two off-days per week.
- There is a strong preference by SAs in most sports that an off-day be free from team travel.

Post-season

- A majority of SAs support a mandatory break from their sport (prohibiting organized team activities) when the competition season ends.
- In most sports, a two-week break is preferred.

Summary of Findings

Limits on Competition

- There is varied support by sport for eliminating non-conference mid-week games. About 40% of football players and 30% of M/W basketball players support eliminating them. Highest support was in women's volleyball (57%).

Time Demands Discussions During Recruitment

- Most recruited student-athletes feel that they were honestly informed about time demands by their coach during the recruiting process.
- FBS football (43%) had the highest % of participants who said time demands are more than what they were told during the recruiting process.
- Many SAs support requiring coaches to discuss time demands during recruiting and requiring incoming SAs to attend an orientation or training session on managing time demands.

GOALS Study

- **Growth, Opportunities, Aspirations and Learning of Students in college** -- study of the experiences and well-being of current student-athletes

2015 GOALS Topics

- Athletics experiences
 - Academic experiences
 - Social experiences
 - Recruitment process
 - Health and well-being
 - Time commitments
 - On-campus support
 - Finances
 - Opportunity to provide open-ended comments
 - Option of linking to DI, DII academic and demographic data.
-
- Some items allow us to examine trends over time (e.g., time demands) while others were new in 2015 (e.g., youth sports participation, parental aspirations, burnout, involvement/interest in study abroad and internships, and athletics programming desired).

2015 GOALS Study Response

- 590 FARs assisted us in collecting data on 21,233 current student-athletes.
 - Division I – n=7,252 (180 schools=52%)
 - Division II – n=6,735 (183 schools=57%)
 - Division III – n=7,246 (227 schools=50%)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	424	338	1,092	734	1,774	352	2,538
Division II							
N	616	392	1,637		1,476	403	2,211
Division III							
N	607	333	1,261		1,806	334	2,905

I frequently socialize with non-athletes at this college

(% Responding Agree or Strongly Agree)

Baseball	Men's Basketball	Football FBS FCS		Men's Other	Women's Basketball	Women's Other
Division I						
54%	66%	66%	59%	58%	49%	45%
Division II						
59%	63%	63%	64%	53%	54%	
Division III						
66%	70%	65%	73%	59%	64%	

Note: Endorsement of top two scale points on a 6-point scale.

I Typically Communicate with My Parents/Guardians Daily or Multiple Times per Day

Baseball	Men's Basketball	Football FBS FCS		Men's Other	Women's Basketball	Women's Other
Division I						
67%	56%	58%	51%	48%	73%	64%
Division II						
66%	52%	49%		45%	65%	63%
Division III						
57%	53%	46%		43%	67%	59%

My coaches and teammates...

(% Responding "Strongly Agree" or "Agree")

	Men		Women	
	White	Other	White	Other
Division I				
Have created an inclusive environment for all members of the team	66%	66%	64%	59%
Are accepting of people of other racial or ethnic backgrounds	80%	76%	88%	78%
Division II				
Have created an inclusive environment for all members of the team	69%	68%	66%	63%
Are accepting of people of other racial or ethnic backgrounds	79%	75%	86%	81%
Division III				
Have created an inclusive environment for all members of the team	74%	74%	70%	62%
Are accepting of people of other racial or ethnic backgrounds	85%	82%	88%	80%

Note: Endorsement of top 2 scale points on a 6-point scale.

I would feel at least somewhat comfortable talking about an issue or problem on my team or in the athletics department with...

	Men	Women
Coaches	82%	75%
Team Captain	87%	84%
Athletic Director	54%	43%
FAR	56%	44%
President or Chancellor	45%	30%

Note: Endorsement of top two scale points on a 4-point scale.

Median Hours Spent Per Week on Athletic Activities In-Season (2015 SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Athletic Hours	40	34	42	41	32	35	32
Division II							
Athletic Hours	37	32	36		30	32	31
Division III							
Athletic Hours	34	29	31		27	29	27

Notes: Yellow indicates median up 2 hours/week or more vs. 2010 study. Green indicates median down by 2 hours/week or more vs. 2010.

Summary – Time Spent on Academics

- Across sport and NCAA division, the typical college student-athlete is also reporting more time spent on academics.
- Change in median time devoted to academics:
 - Division I: 35.5 hours/week in-season in 2010, 38.5 hours/week in 2015.
 - Division II: 35.5 hours/week in 2010, 38.5 hours/week in 2015.
 - Division III: 38.5 hours/week in 2010, 40.5 hours/week in 2015.
- Whereas NCAA men and women report spending similar amounts of time on athletics, women in each division report spending several more hours per week on academic pursuits than men.

Median Hours Spent Per Week on Academic Activities In-Season (2015 SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academic Hours	34	34	37	37	36	37	41
Division II							
Academic Hours	34	34	37	36	42	42	
Division III							
Academic Hours	36	37	38	41	44	44	

Notes: Yellow indicates median up 2 hours/week or more vs. 2010 study. Green indicates median down by 2 hours/week or more vs. 2010.

Percentage of Student-Athletes Reporting as Much or More Time on Athletic Activities in Off-Season than In-Season (2015 SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
% same or more	75%	71%	76%	71%	70%	59%	59%
Division II							
% same or more	81%	71%	76%		67%	54%	60%
Division III							
% same or more	64%	70%	65%		53%	44%	38%

Notes: Yellow indicates up 5% or more vs. 2010 study. Green indicates down by 5% or more vs. 2010.

Summary – Time for Other Activities

- More than half of student-athletes report wanting more time for other extracurricular activities. No information was collected on type of activity desired (a previous version of GOALS showed a high desire to play intramural sports). The preference for additional extracurriculars is highest among women and in Division I.
- Nearly two-thirds of men and three-quarters of women (highest in Division I) expressed a preference for more opportunities to visit home and family.
- Time spent working at a job during the school year varies strongly by division (highest in DIII). Those with a job increased their average hours worked slightly since 2010.
- Half of Division II/III women expressed a preference to spend more time at a job.

Summary – Relaxation and Socialization

- High percentages of study participants expressed a desire to have more time for socialization and relaxation. This was especially true among those student-athletes with high levels of academic and athletic time commitments (e.g., women, Division I student-athletes).
- The median self-reported weekly time spent socializing/relaxing during the athletic season was 17.1 hours in 2015, down from 19.5 hours in 2010 (difference of about 2 hours and 22 minutes).
- Shifts in relaxation/social time are generally similar across division and gender.

Summary – Sleep

- Student-athletes in the 2015 GOALS study reported sleeping an average of 6 hours and 16 minutes on a typical in-season weeknight. That is down 13 minutes from what student-athletes reported in 2010 (6 hours and 29 minutes).
- Shifts in self-reported sleep duration are generally similar across division and gender.

National Comparison Data on Days of Restful Sleep

On how many of the past 7 days did you get enough sleep that you felt rested when you woke up in the morning?

	Males		Females	
	Athletes (GOALS 2015)	Non-Athletes (NCHA-ACHA)	Athletes (GOALS 2015)	Non-Athletes (NCHA-ACHA)
0-3	52%	55%	57%	60%
4-5	31%	33%	32%	30%
6-7	17%	12%	11%	9%

American College Health Association. American College Health Association-National College Health Assessment, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Fall 2012 ACHA-NCHA II, ACHA-NCHA IIb]. Hanover, MD: American College Health Association; (2013-10-31).

Summary of Findings

Mental Health

- College campuses have generally seen an increase in the number of students experiencing mental health issues such as anxiety and depression. The 2015 GOALS data highlights similar concerns among student-athletes, with about 30% self-reporting that they have been intractably overwhelmed during the past month (increases noted across each division versus the 2010 GOALS study).
- Approximately one-third of student-athletes (higher in Division I and in certain sports like football; lower in Division III) noted struggling to find energy for other tasks because of the physical demands of their sport. Nearly one-quarter (same divisional and sport pattern as noted above) reported being exhausted from the mental demands of their sport.
- 73% of student-athletes believe that their coach cares about their mental well-being. This figure is slightly higher in Division III and lower in some sports (e.g., 55% in Division I women's basketball). Although many student-athletes say they would feel comfortable talking to coaches about mental health issues, such comfort is much lower among women.
- About 40% of student-athletes who sought help for a mental health issue reported high levels of satisfaction with the care they received from team or college personnel.

In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?
 (% Responding Very Often or Fairly Often)

Baseball	Men's Basketball	Football FBS FCS		Men's Other	Women's Basketball	Women's Other
Division I						
29%	35%	36%	34%	25%	30%	30%
Division II						
31%	27%	35%	28%	27%	34%	34%
Division III						
25%	20%	32%	25%	30%	28%	28%

Note: Endorsement of top two scale points on a 6-point scale.

 Up 5% or more from 2010



I wish our coaches and athletics administrators talked more about...

	Men	Women
Preparation for a career after college	49%	64%
Proper nutrition for athletic performance	42%	56%
Getting good sleep	35%	40%
Managing time demands	27%	34%
Keeping sports in perspective	26%	33%
Importance of academic success and graduation	26%	32%
Speaking up when you see things that aren't right	24%	33%

Note: Only items with >20% endorsement listed. Other items included: personal conduct; social networking; treatment of members of the opposite sex; academic integrity; hazing or bullying; drinking/substance abuse; and concussion treatment.

NCAA Social Environments Survey

- 23,000+ NCAA SAs completed the survey; representative sample
- Participating SAs and institutions were anonymous.
- Survey consisted of items assessing:

Campus Environment

- Comfort and satisfaction in the classroom, on campus and in the local community.
- Beliefs regarding how student-athletes are perceived by students, faculty, other campus officials and community members.
- Engagement with fans and the media.

Entitlement and Aggression

- General and academic entitlement.
- Aggressive behaviors on and off the field.

Social Relationships and Help-Seeking Behaviors

- To whom student-athletes turn when seeking assistance in a range of social and personal situations.

Willingness to Intervene and Character Education

- Predictors of willingness to intervene.
- Athletic department training on character/ethical decision making provided and desired.

Topics for Discussion With the Team

(by coach/athletic dept.)

- More than any other topic, student-athletes want their coach or athletic department to talk about what to do when they see something that is not right. This is the #1 request across divisions, for both men and women.

Coach/athletic department education topic:	Men		Women	
	Discussed	Want more	Discussed	Want more
Conducting self appropriately on campus and in community	90%	29% (#2)	94%	31% (#3)
Drinking/substance use	87%	25% (#3)	93%	32% (#2)
Speaking up when you see things around you that aren't right	80%	35% (#1)	77%	47% (#1)
Hazing/bullying	78%	16%	74%	20%
Relationship violence	67%	13%	54%	18%

Willingness to Intervene

- Depending on the situation, men and women are willing to intervene at significantly different rates.

% Likely/Extremely Likely to do the following...	Men	Women
Confront a teammate if he/she is treating partner inappropriately.	59%	47%
Intervene in a situation if it could lead to inappropriate sexual behavior.	63%	71%

Considerations for Intervention

- What are considered to be the incentives and drawbacks to intervening?

% who Agree/Strongly Agree with the following statements about deciding whether or not to help someone in trouble...		
Incentives	Men	Women
All community members play a role in keeping people safe.	78%	85%
I like thinking of myself as a helper.	77%	89%
Teammates will look up to me if I intervene.	59%	57%
Drawbacks	Men	Women
I could get physically hurt by intervening.	45%	40%
Intervening might make my teammates angry with me.	43%	41%
People might think I'm overreacting to the situation.	40%	37%
Sometimes it's just too much trouble to intervene.	37%	29%
I could get in trouble if I intervene.	37%	32%

Hazing & Bullying

- While about three-quarters of SAs note that their coaches or athletic department talk to them about hazing and bullying, nearly 20% of SAs, across Divisions I-III, would like to see more of this.
- When faced with concerns over hazing and bullying, Nearly 30% of SAs turn first to their parents for advice, support or assistance.
 - While many would turn to teammates or coaches, parents were the most consistent first choice across the sample.
 - This was particularly true for freshmen, as nearly 40% indicated a desire to turn to parents first.

American College Health Association - National College Health Assessment

- A semi-annual survey of college students. Current data span 10 administrations from fall 2008 thru fall 2014.
- Survey covers several mental and physical health topics, including:
 - Alcohol, tobacco, and other drug use
 - Sexual health
 - Weight, nutrition, and exercise
 - Mental health
 - Personal safety and violence
- Institutions have authority over sampling, survey method and time of administration.
- The opinions, findings, and conclusions presented/reported in this article/presentation are those of the author(s), and are in no way meant to represent the corporate opinions, views, or policies of the American College Health Association (ACHA). ACHA does not warrant nor assume any liability or responsibility for the accuracy, completeness, or usefulness of any information presented in this article/presentation.

Mental Health - NCHA

		STUDENT-ATHLETES	NON-ATHLETES
Felt so depressed that it was difficult to function (Yes, in last 12 months)	Male	21% (1,680)	27%
	Female	27% (3,459)	34%
Felt overwhelming anxiety (Yes, in last 12 months)	Male	32% (2,588)	41%
	Female	49% (6,152)	57%

American College Health Association. American College Health Association-National College Health Assessment, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Fall 2012, Fall 2013, Fall 2014 ACHA-NCHA II, ACHA-NCHA IIb]. Hanover, MD: American College Health Association; (2013-10-31).

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Aggressive Behavior *in the last 12 months* – NCHA

	Males		Females		Overall	
	SA	Non-Ath	SA	Non-Ath	SA	Non-Ath
Been in a physical fight	19%	12%	5%	4%	10%	7%
Been physically assaulted (excluding sexual assault)	7%	6%	3%	4%	5%	4%
Been verbally threatened	33%	28%	17%	17%	23%	21%
In an emotionally abusive relationship	7%	7%	10%	11%	9%	10%
In a physically abusive relationship	3%	2%	2%	2%	2%	2%

*highlighted items indicate a statistically significant difference, chi-square, $p < .01$

NCHA II – Effects on Academics

- Student-athletes were significantly **more likely to report that extracurricular activities have negatively affected their academic performance** while non-athletes were more likely to report that stress had a negative effect on their academics.
- Non-athletes were more likely to report concerns regarding finances. Among females, we see that non-athletes are more likely to report that financial concerns also have had a negative effect on their academics.

Within the last 12 months, have any of the following *negatively* affected your academic performance –

	Males		Females		Overall	
	SA	Non-Ath	SA	Non-Ath	SA	Non-Ath
Alcohol Use	6%	5%	4%	3%	5%	4%
Chronic Pain	3%	2%	3%	3%	3%	3%
Drug Use	4%	3%	1%	1%	2%	1%
Finances	5%	7%	3%	7%	4%	7%
Extracurricular Activities	19%	8%	23%	8%	21%	8%
Eating Disorder	2%	1%	1%	1%	2%	1%
Stress	16%	22%	26%	30%	22%	27%
Gambling	2%	1%	<1%	<1%	1%	<1%

*highlighted items indicate a statistically significant difference, chi-square, $p < .01$

Break

NCAA 2013 Substance Use Study

Study Background

- Findings based on a spring 2013 NCAA-administered survey of approximately 21,000 student-athletes. There was a representative sample from all three divisions.
- The NCAA has conducted a national substance use survey on a quadrennial basis since 1985. However, due to changes in the survey methodology, comparisons with current results are limited primarily to data from the 2005 and 2009 studies.
- One to three teams were invited to participate at each NCAA school. We estimate that about 65% of schools participated.

Most Student-Athletes Don't Use/Abuse

NCAA 2013 Substance Use Survey

Percent of Student-Athletes Reporting "Never Used"

Ephedrine – **99.1%**

Anabolic Steroids – **99.0%**

Cocaine – **96.8%**

Synthetic Marijuana – **94.3%**

Amphetamines – **93.9%**

Spit Tobacco – **79.6%**

Cigarettes – **83.5%**

Marijuana – **67.1%**

Alcohol – **14.8%**

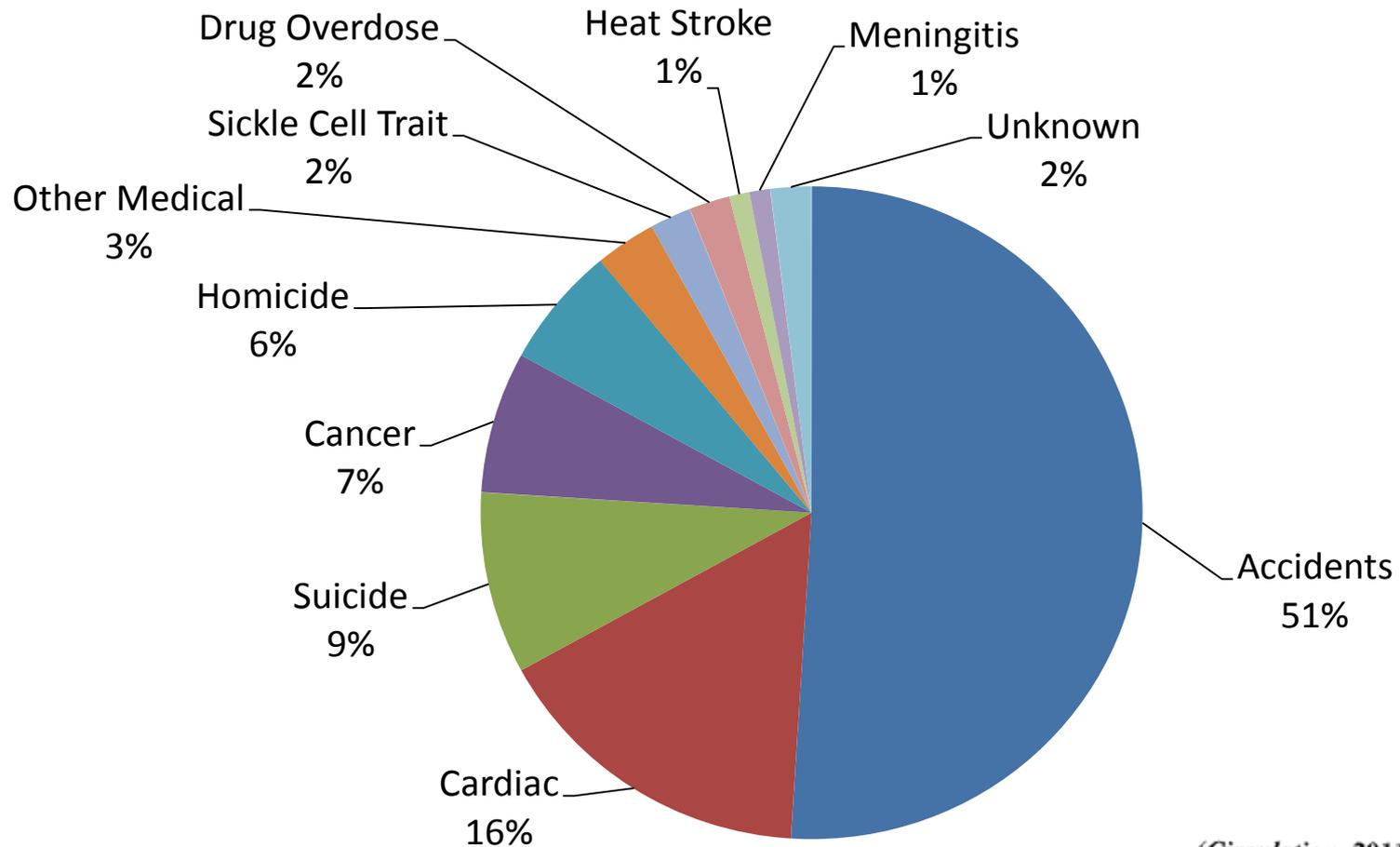
Emerging / Re-emerging Drug Issues

- Alcohol Abuse
- Marijuana
- Prescription drugs
 - Narcotics (opiates)
 - Stimulants

Alcohol

- Continues to be identified by the membership as the #1 issue
- Impaired driving is a major cause of death of college-aged students, including NCAA student-athletes

Fatalities in NCAA Student-Athletes from 2004-2009



(*Circulation*. 2011;123:1594-1600.)

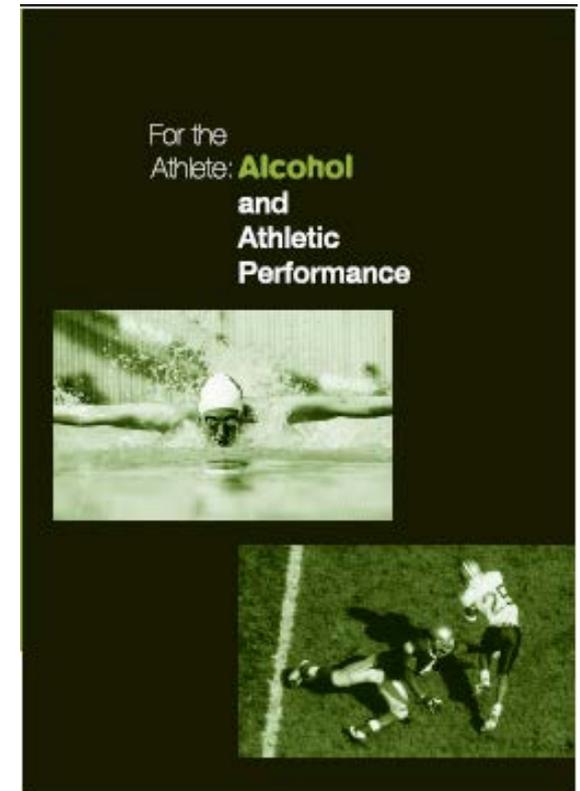
Alcohol

When you drink alcohol, typically how many drinks do you have in one sitting?

	Female		
	Division I	Division II	Division III
More than 4 drinks	31.9%	32.6%	37.8%
10+ drinks	2.4%	3.2%	3.3%
	Males		
	Division I	Division II	Division III
More than 5 drinks	39.6%	39.6%	50.4%
10+ drinks	15.5%	16.8%	20.4%

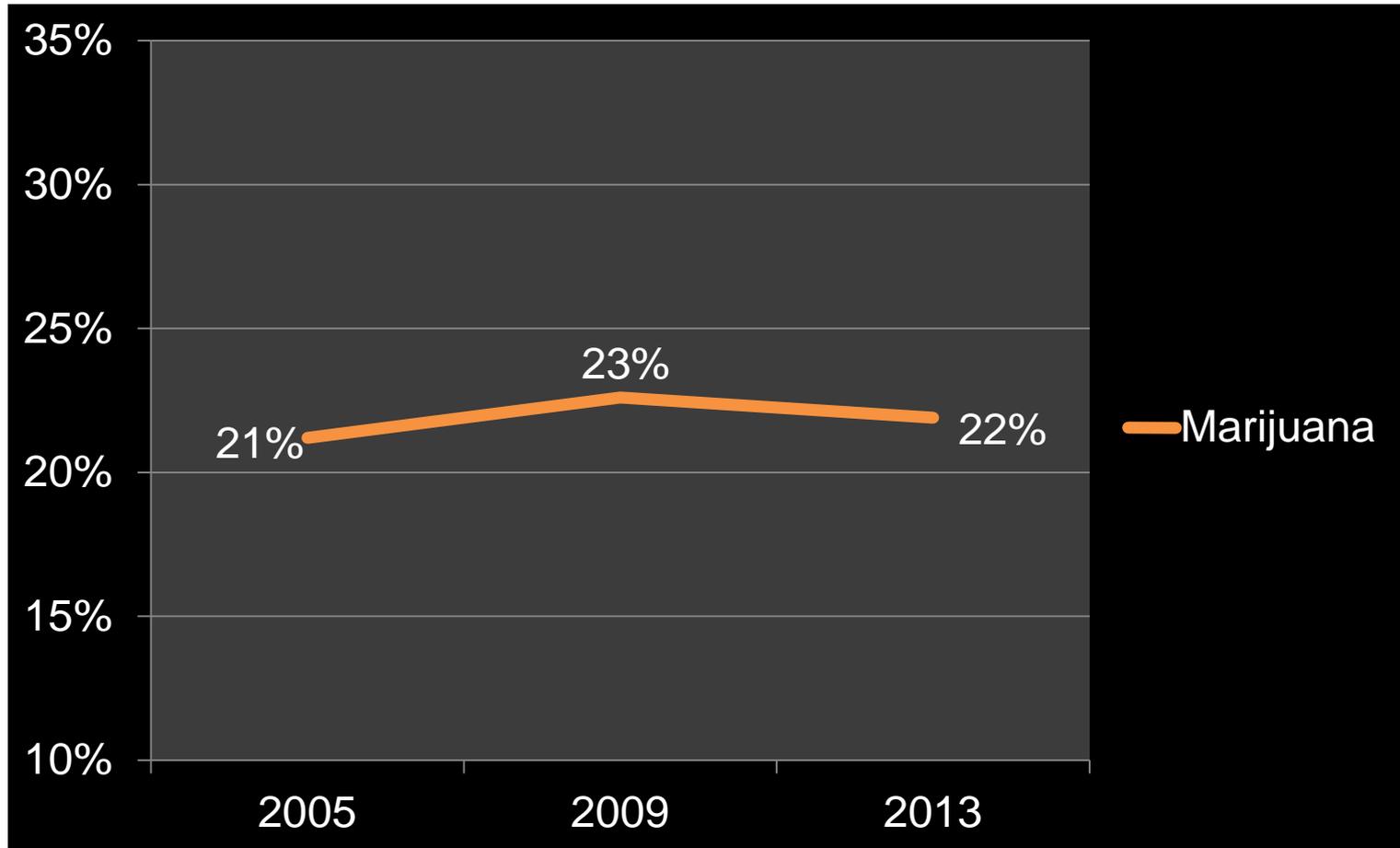
Alcohol and Performance

- Causes dehydration
- Inhibits absorption of nutrients
- Slows muscle recovery
- Requires increased conditioning to manage weight
- Sleep disturbances
- Interferes with ability to sharply focus
- Hampers memory and retention



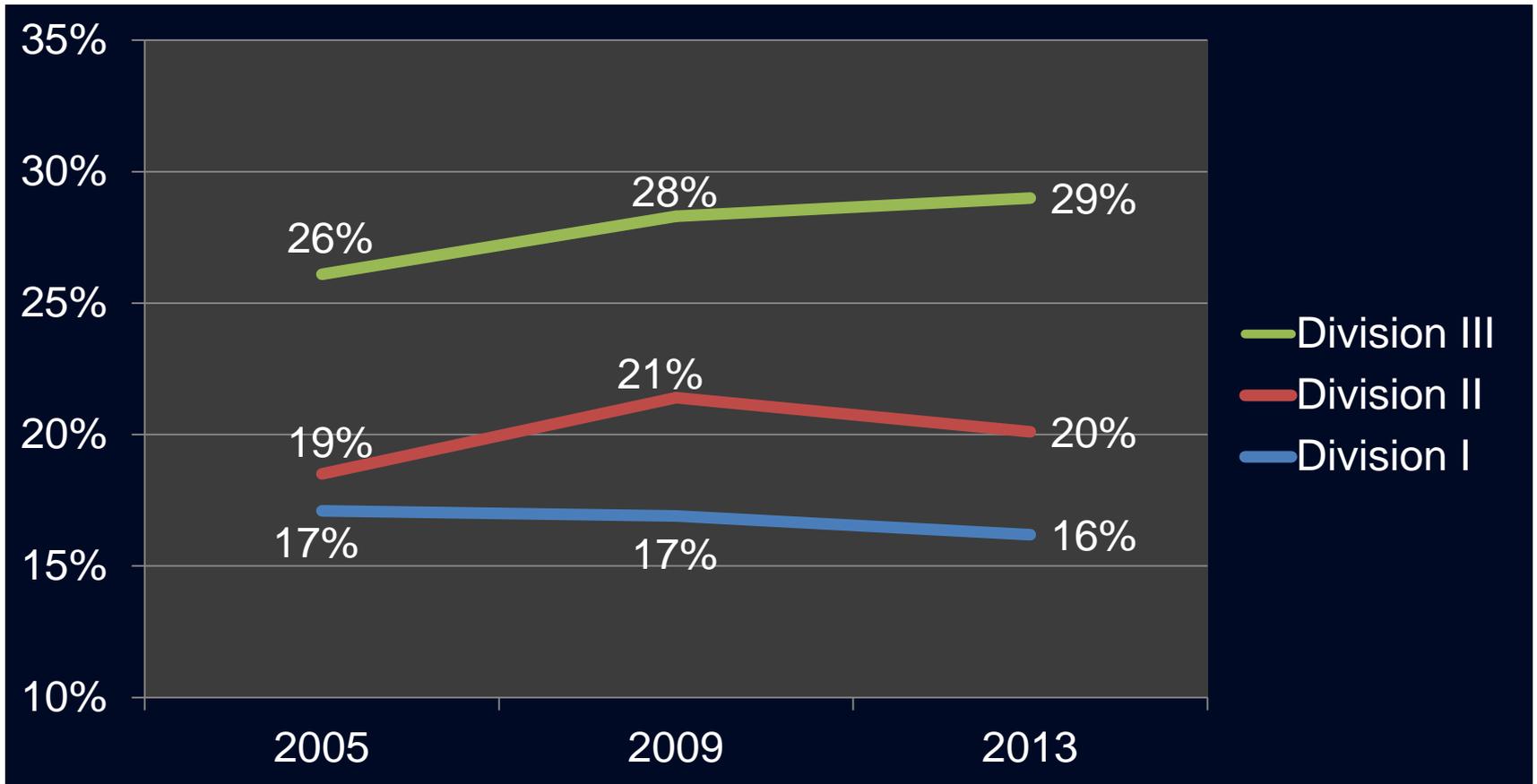
Marijuana Use

(Within the Last 12 Months)



Marijuana Use by Division

(Within the Last 12 Months)



Recreational Drug Use: High-risk Sports

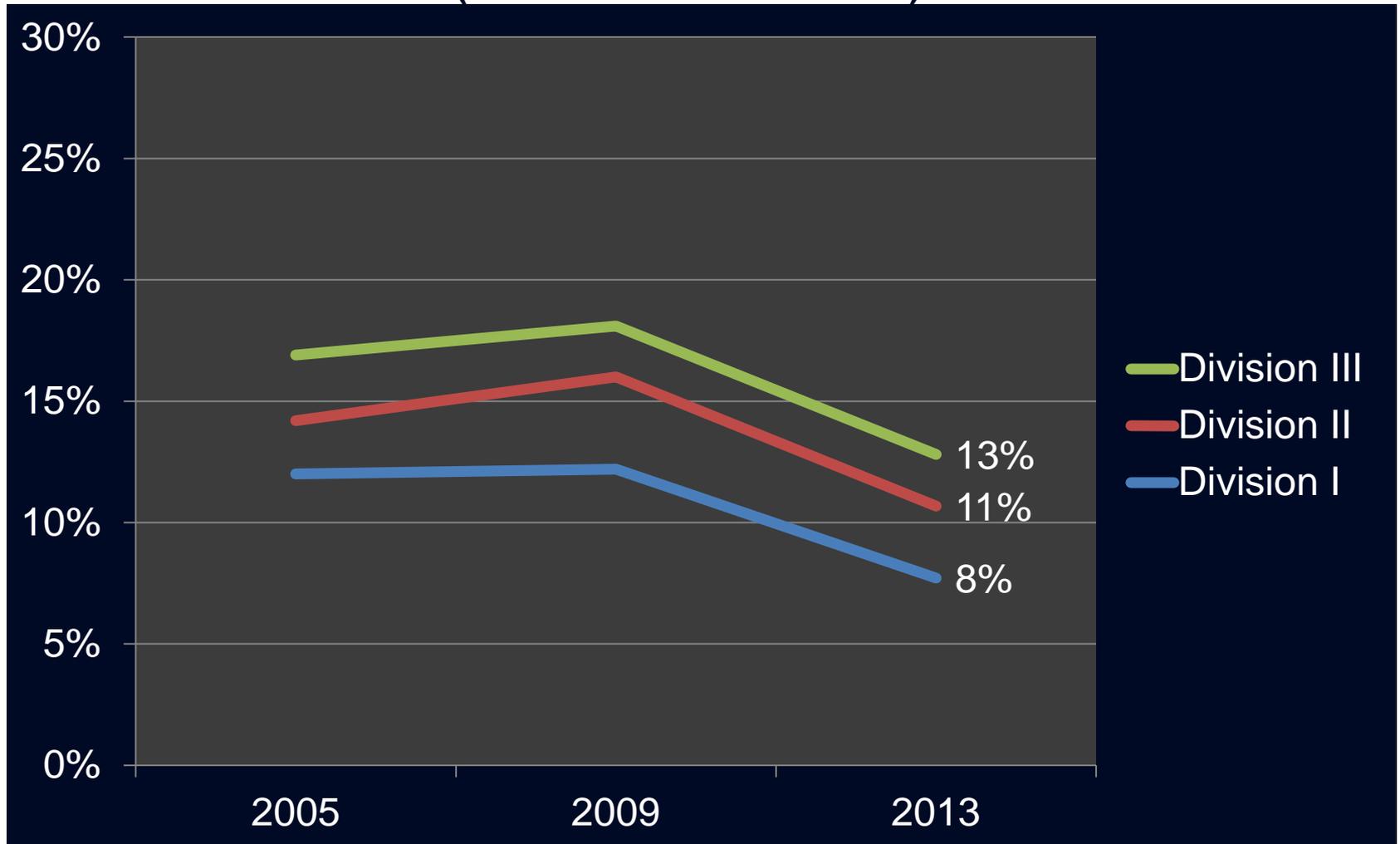
	Highest Users of Marijuana	Highest Users of Alcohol	Highest Percent of Excessive Drinking
Men's Sports	MLA	MLA	MLA
	MSW	MGO	MWR
	MSO	MSW	MBA
Women's Sports	WLA	WLA	WLA
	WSW	WFH	WFH
	WFH	WTE	WSO

Prescription Drug Use 2013

	Year	With Prescription	Without Prescription
ADHD Medication	2009	4.5%	6.7%
	2013	5.8%	8.8%
Pain Medication	2009	13.7%	5.1%
	2013	18.0%	5.8%

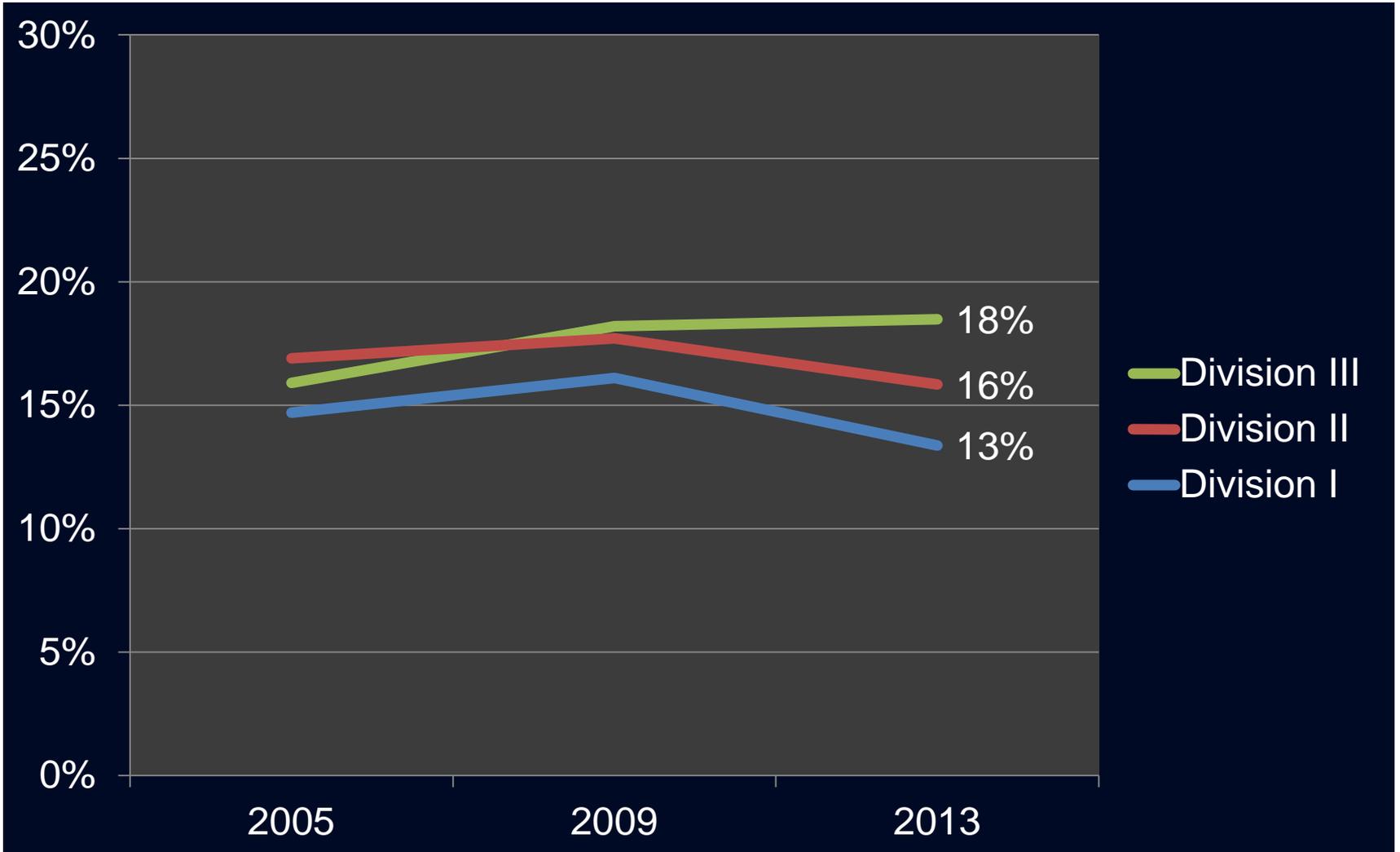
Cigarette Use by Division

(Within the Last 12 Months)



Spit Tobacco Use by Division

(Within the Last 12 Months)



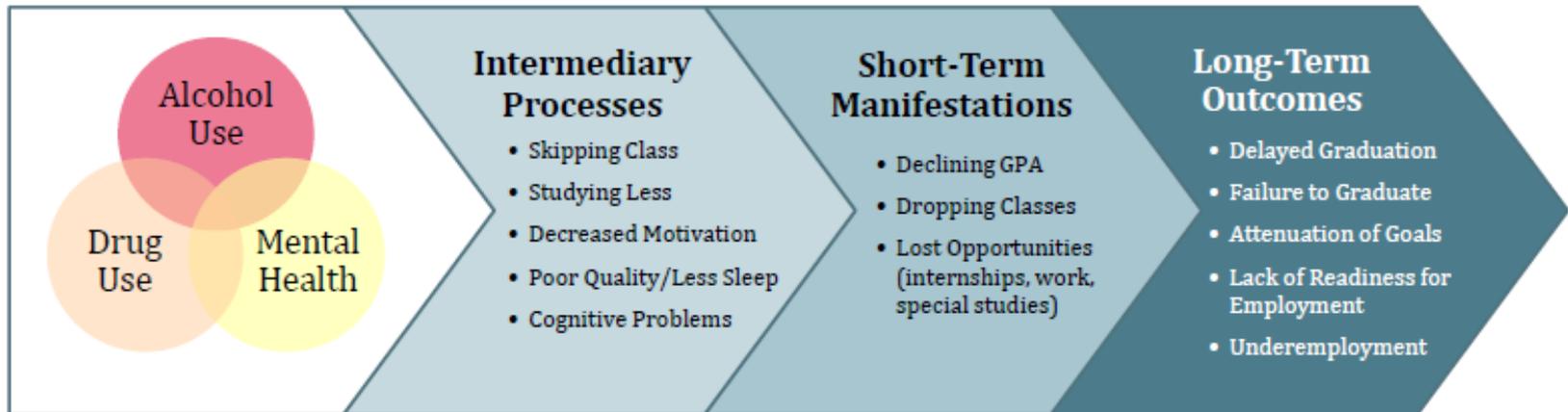
Tobacco

Target tobacco use interventions – high risk sports

Reported Spit Tobacco Use – 2013 Substance Use Survey

- Baseball: 47.2%
- Men's Lacrosse: 40.0%
- Wrestling: 36.9%
- Men's Golf: 28.3%
- Football –23.8%

Intersection of Mental Health Concerns and Drug Use



From Maryland College Life Study

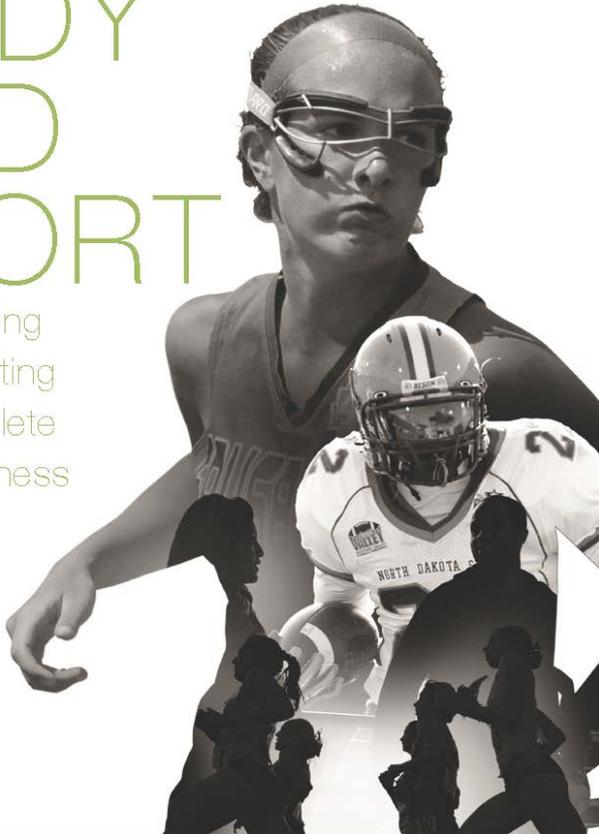
NCAA believes . . .

- That Mental Health is not apart from, but rather a part of athlete health.
- To promote health is to enhance performance.
- That sport specific issues must be addressed, engaging a wide range of experts.



MIND, BODY AND SPORT

Understanding
and Supporting
Student-Athlete
Mental Wellness



- Personal narratives
- *Experts on student-athlete* depression, anxiety, eating disorders, substance abuse, gambling
- Stressors on student-athlete mental health: transitions, performance, injury, academic stress, coach relations
- Sexual assault, hazing bullying
- Cultural pressures: African-American student-athletes; Lesbian, Gay, Bisexual and Transgender student-athletes
- Roles & responsibilities of sports medicine staff
- Coaches' needs and roles
- Models of service

Inter-Association Best Practices

- To assure availability and accessibility of appropriate mental health care for all student-athletes, **independent of institutional resources**
- To create and maintain an environment within the athletics department that de-stigmatizes and promotes help seeking

Best Practices Endorsing Associations

- American Academy of Sleep Medicine
- American College of Sports Medicine
- American Medical Society for Sports Medicine
- American Orthopaedic Society for Sports Medicine
- American Osteopathic Academy of Sports Medicine
- Society for Sport, Exercise & Performance Psychology
- Association for Applied Sport Psychology
- College Athletic Trainers' Society
- Collegiate Clinical/Counseling Sport Psychology Association
- International Society for Sport Psychiatry
- Faculty Athletics Representatives Association
- National Alliance on Mental Illness
- National Athletic Trainers' Association
- Higher Education Mental Health Alliance
 - American Academy of Child & Adolescent Psychiatry
 - American College Counseling Association
 - American College Health Association
 - American College Personnel Association
 - American Psychiatric Association
 - American Psychological Association
 - Association for University and College Counseling Directors
 - The Jed Foundation
 - NASPA – Student Affairs Administrators in Higher Education

Guideline Summary

1. Ensure that mental health care is provided by licensed practitioners qualified to provide mental health services
2. Clarify and disseminate referral protocol
3. Include mental health screening in PPEs
4. Create and maintain a health-promoting environment that supports mental well-being and resilience.



Addressing Campus Sexual Assault and Interpersonal Violence

www.ncaa.org/violenceprevention

Athletics' Role in Support of Safe and Healthy Campuses

- Compliance with Federal Regulations
- Prioritizing Education and Prevention
- **Collaboration with Campus Experts**



www.itsonus.org

www.notalone.gov

Title IX 2011 DCL

- Specifically calls for sexual assault prevention/ education of student-athletes and coaches;
- Recommends school policy, rules and resource information be included in student-athlete handbooks;
- Requires that schools have P & P in place to protect against retaliatory harassment.

NCAA Commitments

- To spread the It's On Us Campaign
- To work with athletics to assure a hostile free environment
- To educate all student-athletes, coaches and staff about sexual violence prevention, intervention and response
- To report immediately any suspected sexual violence to appropriate campus offices for investigation and adjudication
- To continue to support Bystander Intervention Training
- Higher Education Summit

It's On Us

- <http://www.ncaa.org/videos/about-21>
- https://www.youtube.com/watch?v=dRP_16ltD0Y&feature=youtu.be

ACHA-NCHA Data

- Data from ACHA--National College Health Assessment.
- Semi-annual survey of college students, current data span eight administrations from fall 2008 thru fall 2012; ~180,000 non-student-athletes and 20,000 student-athletes in sample.
- Survey covers several mental and physical health topics, including:
 - Alcohol, tobacco, and other drug use
 - Sexual health
 - Weight, nutrition, and exercise
 - Mental health
 - Personal safety and violence
- Institutions have authority over sampling, survey method and time of administration.

American College Health Association. American College Health Association-National College Health Assessment, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Fall 2012 ACHA-NCHA II, ACHA-NCHA IIb]. Hanover, MD: American College Health Association; (2013-10-31).

Rates of Sexual Assault and Abuse

- Male student-athletes experienced some form of sexual assault at rates significantly (*p<.01) higher than their non-athlete peers. This significance was not found between female student-athletes and non-athletes.

	Males		Females	
Within the past 12 months...	Athlete	Non-athlete	Athlete	Non-athlete
Were you sexually touched without your consent?	4.6%*	3.5%	9.1%	8.5%
Sexual penetration attempted without consent	1.2%*	0.9%	4.0%	3.6%
Sexually penetrated without consent	.9%*	0.6%	2.1%	2.1%
Sexually abusive relationship	1.0%	0.9%	2.0%	2.1%

*p<.01

Connecting Mental Health and Sexual Assault: feelings of depression and suicide

- For both athletes and non-athletes, those who have experienced sexual assault are significantly more likely to experience hopelessness, mental exhaustion, depression, and three times more likely to have suicidal thoughts than those who were not (4% v. 13% for women, and 4% v. 12% for men).

FEMALES	Non-athletes		Athletes	
	No sexual assault	Sex. assault in past 12 mo.	No sexual assault	Sex. assault in past 12 mo.
Felt hopeless within last 30 days or less	27%	40%*	23%	36%*
Felt exhausted (not from activity) within last 30 days	71%	81%*	65%	74%*
Felt so depressed it was hard to function w/in last 30 days	16%	29%*	12%	22%*
Seriously considered suicide w/in last 12 months	6%	16%*	4%	13%*

*p<.01

Connecting Mental Health and Sexual Assault: feelings of depression and suicide

MALES	Non-athletes		Athletes	
	No sexual assault	Sex. assault in past 12 mo.	No sexual assault	Sex. assault in past 12 mo.
Felt hopeless within last 30 days or less	22%	33%*	17%	32%*
Felt exhausted (not from activity) within last 30 days	57%	66%*	47%	61%*
Felt so depressed it was hard to function w/in last 30 days	13%	24%*	10%	23%*
Seriously considered suicide w/in last 12 months	6%	14%*	4%	12%*

*p<.01

Mental Health and Sexual Assault: diagnosed depression, academics, relationships and sleep

- Among both athletes and non-athletes, those who have been sexual assaulted are significantly more likely to be diagnosed with depression, struggle academically, find it hard to handle intimate relationships, and experience sleep issues.

FEMALES	Non-athletes		Athletes	
Within the past 12 months...	No sexual abuse	Sex abuse in past 12 mo.	No sexual abuse	Sex abuse in past 12 mo.
Diagnosed with depression	18%	29%*	13%	19%*
Difficult to handle academics	48%	62%*	43%	59%*
Hard to handle intimate relationships	33%	59%*	31%	55%*
Sleep issues	25%	41%*	20%	34%*

*p<.01

Mental Health and Sexual Assault: diagnosed depression, academics, relationships and sleep

MALES	Non-athletes		Athletes	
Within the past 12 months...	No sexual abuse	Sex abuse in past 12 mo.	No sexual abuse	Sex abuse in past 12 mo.
Diagnosed with depression	12%	20%*	8%	12%*
Difficult to handle academics	19%	32%*	35%	51%*
Hard to handle intimate relationships	28%	48%*	27%	48%*
Sleep issues	22%	35%*	18%	32%*

*p<.01

Final Considerations

- LGBT students seem particularly vulnerable to sexual assault, regardless of gender. Additionally men of color and male student-athletes also appear to face significantly higher risk.
- Sexual assault can pose serious threats to an individual's mental health. Those who have experienced sexual assault are significantly more likely to experience hopelessness, mental exhaustion, depression, suicidal thoughts, struggle academically, find it hard to handle intimate relationships, and experience sleep issues.
- Those who have been sexually assaulted within the past 12 months are three times more likely to have suicidal thoughts than those who were not.
- A surprising number of student-athletes appear to be reluctant to intervene in instances of relationship violence or inappropriate sexual behavior. However, over a third of male SAs and half of female SAs note that they would like to talk more often about speaking up when they see things that aren't right.

Action Steps for SAAC. . .

- Work on an athletics department's **commitment to eliminate sexism, misogyny, racism, homophobia and power or dominance based relationships** that are frequently at the core of sexual violence and often exist in athletics.
- Support **education for all coaches**, administrators and other athletics staff so they may work towards effectively preventing and responding to sexual violence.
- Encourage and participate in **bystander intervention training for teammates** so all are prepared to safety and effectively intervene if a teammate, friend or classmate is in distress or heading into a risky situation.
- **Engage with campus peers in the broader campus effort** to assure safe and healthy environments and relationships.

Small Group Discussion-Group Report:

Reactions to the Video and Data

How true is this for your student-athletes?

How do you know?

How can you find out?

How to provide opportunities for student-athletes to participate in general campus activities?

Lunch

Collaboration Strategies

Poll

Top Ten Reasons to Partner with Athletics

1. Fun
2. Excitement
3. Crowds
4. Community Interest
5. Tailgating
6. Media
7. Student Involvement
8. Faculty/Administrator Involvement
9. Scoreboards/Programs
10. Gym/Field have lots of space for events

And sometimes \$\$ to contribute. . . .

Challenges to Engaging Athletics in Prevention Programming

- Student-athletes' time
- Coaches' support
- Buy-in from athletics departments
- Defining, measuring and evaluating objectives
- Staffing

Based on 2004 evaluation of Choices grants

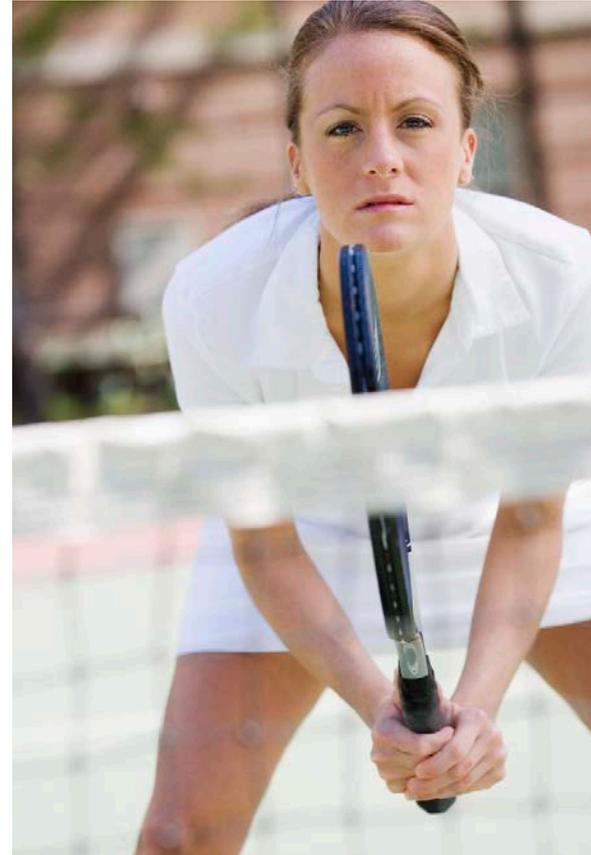
Strategies to Engage with Athletics

- Find a champion/counterpart within athletics
- Attend games/sponsor healthy tailgating events
- Present at Athletics staff meeting
- Present at coaches meetings
- Invite athletics staff to serve on task force, speak at staff meetings about student-athlete concerns
- Invite athletics staff to relevant professional development opportunities

Individual Protective Factors

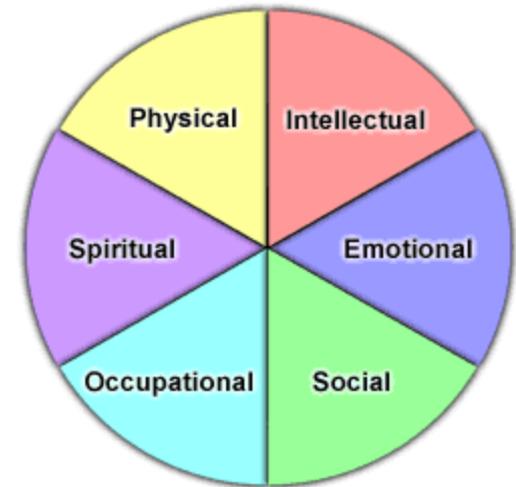
Student-Athletes Value

- Team work
- Leadership
- Performance
- Compliance
- Value of sport
- Success!



Team Approach

- Building Relationships with Athletics Partners
- Collaboration with: (examples)
 - Athletics Administrators – AD, SWA, Conference Commissioner
 - Team Physician
 - Athletic Trainers
 - Life Skills Coordinators
 - Coaches
 - SAAC Advisors/Captains
 - Sports Dietitian
 - Clinical Sports Psychologist
 - Others



Build Campus Partnerships

The POWER of “WITH”

- Define common ground
 - Positive relationships
 - Academic success
 - Bright future
- Overcome barriers
 - Invite to join campus task force
 - Collaborate when opportunities arise
 - Make opportunities arise

Develop Cultural Competency

- What are the unique issues/concerns/logistics?
 - Work hard, play hard ethic
 - Schedules
 - Physical location
 - Team/coaches rules paramount
 - Group think
 - Cultural expectations – myths and traditions
 - Competition mentality

Audience Participation

- Relationships
- Challenges
- Successes
- Strategies to engage
 - With athletics staff
 - With student-athletes

Collaboration with Athletics

- Reference new infographic and how you collaborate

Break

Resources

APPLE Conferences— 25th Anniversary!

- APPLE Model created at the University of Virginia in 1991 as a framework for addressing substance abuse prevention for student-athletes.
- Disseminated through 2 annual conferences.
- Goal is to empower teams of student-athletes and administrators to create an institution-specific action plan
 - Assess athletics departments' strengths and weaknesses in substance abuse prevention.
 - Return to campus with specific resources and an individualized plan for implementing change.

APPLE Conferences

- 553 NCAA institutions have participated.
- Schools complete an action plan at the conference.
- APPLE staff follow up at 3 and 9 months.
- Great majority of institutions have made progress towards completion of action plan.

CHOICES Alcohol Education Grants

Engaging Athletics with the Campus Prevention Effort

- provide models of campus collaboration and effective prevention programming,
- prompt athletics departments to become more formally involved in addressing an issue that has been identified with fans, athletic events, and higher reported use among student-athletes,
- demonstrate the value of campus relationships that have been established and enhanced between athletics and student affairs!

History of Awards

Awards were initiated in **1991 with a \$2.5 million gift from Anheuser-Busch** to the NCAA Foundation to support alcohol education programming. In **2014, Anheuser-Busch committed \$3million** to support the next five years of awards and support of the NCAA CHOICES Grant Program, with a total of **294 awards (@\$7,780,000)** made to date.

- 1991-1997 awarded various 1-yr grants annually, totaling 68 projects funded (@\$1million) during this period.
- 1998-2004, awarded ten 3-year \$30,000 grants annually, totaling 70 projects funded (\$2.1 million) during this period.
- 2005-2015, awarded 3-year \$30,000 grants annually, totally 156 projects funded (\$4.68 million) during this period.

Best of CHOICES: Alcohol Education 1998 - 2008



<http://ncaa.org/health-safety>
<https://caph.gmu.edu/resources/college/review>



Bystander Intervention

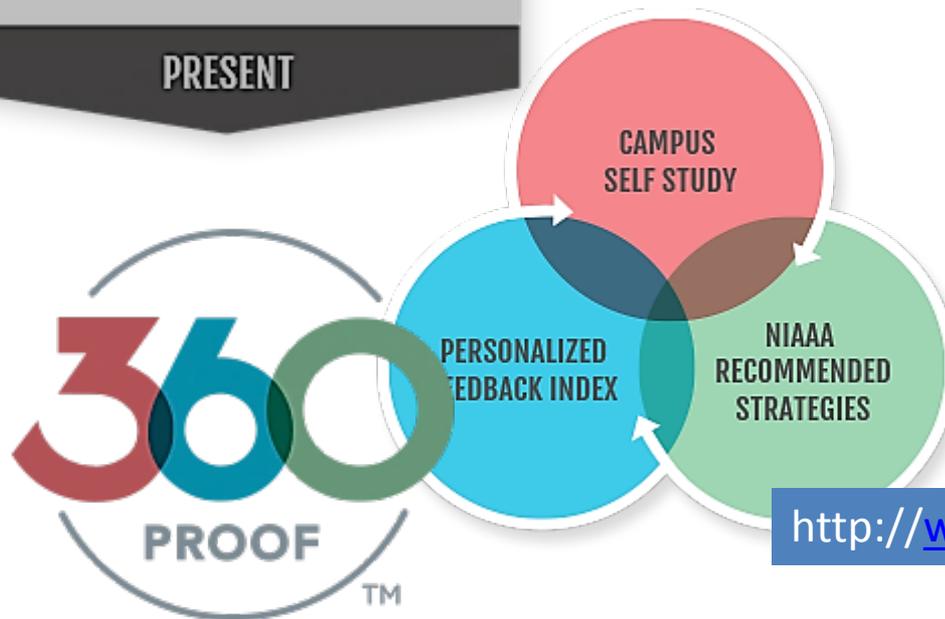
- Raise awareness of helping behaviors (why people do or do not help)
- Increase motivation to help
- Develop skills and confidence when responding to problematic behaviors
- Ensure the safety and well being of others

www.stepupprogram.org

Step UP! Facilitator Training

- May 16-17, 2016 University of California, Irvine.
- Training provides resources for athletics and student affairs professionals to work in partnership to promote student-athlete wellness
- NCAA Sport Science Institute is accepting sponsorship applications for the [2016 Step UP! Bystander Intervention Facilitator Training](#).

Resource: 360 Proof



<http://www.360proof.org/>

my Playbook



myPlaybook



myPlaybook is an evidence-based suite of athlete wellness programming aimed at reducing alcohol and other drug use, reducing sexual assault, and promoting life skills among collegiate student-athletes.



Substance Use *myPlaybook* Core Course

Lessons

- Introduction (NCAA/Drug Testing)
- Normative Perceptions
- Expectations
- Harm Prevention (self & others)

Booster Sessions: Alcohol, Tobacco, Marijuana, PEDs, Prescription and OTC drugs.

myPlaybook

~~Sexual Assault~~

- Demonstrates that sexual assault is a problem
- Describes what sexual assault looks like
 - recognition of signs of abusive behavior
- Provides information on student rights and campus obligations
- Highlights the role of alcohol
- Builds skills related to sexual assault prevention
 - communication/language
 - seeking consent
- Introduces basic bystander intervention strategies
 - risk appraisal
 - prepares student-athletes for future training in Step UP!

myPlaybook

myPlaybook includes:

- Interactive web-based instructional design
- Immediate personalized feedback
- Focus on normative perceptions, behavioral expectancies, and harm prevention
- Administrative tools to facilitate quality program implementation
- Access to the Resource Exchange Center (REC) hosted by the National Center for Drug Free Sport
- Certificate of completion
- Online surveys to assess impact of the program on student-athletes

Prevalence

DYNAMIC EXAMPLE:

myPlaybook Campus Sexual Assault
Sexual Assault IS a Problem

*Sexual assault on college campuses is a problem.
Consider a female team in your athletics
department.*

Select the number that most closely represents the number of student-athletes on that team.

10
20
40
60



I. INTRODUCTION 1 2 3 4 5 6 7 8 9 II. RIGHTS III. BYSTANDER EFFECT IV. YOU'RE UP V. RESOURCES

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Consequences

DYNAMIC EXAMPLE:

myPlaybook Campus Sexual Assault
Impact of Sexual Assault

How will individuals who experience sexual assault be affected?

They are 3 times more likely to **suffer from depression.**

They are 4 times more likely to **contemplate suicide.**

They are 6 times more likely to **suffer from post-traumatic stress disorder.**

13 times more likely to...

26 times more likely to...



Drag the figure along the line to learn more.

I. INTRODUCTION 1 2 3 4 5 6 7 8 9 II. RIGHTS III. BYSTANDER EFFECT IV. YOU'RE UP V. RESOURCES

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Dangerous Language

DYNAMIC EXAMPLE:

myPlaybook Campus Sexual Assault
Dangerous Language

First bring to mind examples of each type of language. Then click to reveal an instance of this type of language.

Type of Dangerous Language	Example
<input checked="" type="checkbox"/> Violent	I gotta get a piece of that. Prepping them.
<input checked="" type="checkbox"/> Dehumanizing	I'm tapping that later.
<input checked="" type="checkbox"/> Targeting sexuality	Don't be gay.
<input checked="" type="checkbox"/> Targeting gender	You sissy.
<input checked="" type="checkbox"/> Targeting masculinity	Be a man. Man up
<input checked="" type="checkbox"/> Gender name calling	Sluts. Hoes. Skanks.
<input type="checkbox"/> Targeting	
<input type="checkbox"/> Conquest stories	
<input type="checkbox"/> Leader Boards and Legends	

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myPlaybook Campus Sexual Assault
Why Language Matters

Click to reveal an impact of this type of language.

Type of Dangerous Language	Impact
<input checked="" type="checkbox"/> Violent	Using the word "rape" to indicate dominance over another team or to describe a foul is an inappropriate use of a very violent sexual assault act.
<input checked="" type="checkbox"/> Dehumanizing	Using a phrase such as "tapping that" dehumanizes the person that is being referenced and is inappropriate.
<input checked="" type="checkbox"/> Targeting sexuality	Telling someone to stop acting "gay" or using derogatory homosexual references is an inappropriate sexuality reference that can result in oppression or lead to discrimination and/or abuse.
<input type="checkbox"/> Targeting gender	
<input type="checkbox"/> Gender name calling	
<input type="checkbox"/> Targeting	

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Consent

DYNAMIC EXAMPLE:

myPlaybook Campus Sexual Assault
The Language of Consent

There are many ways that someone can communicate whether or not he or she is feeling the same way you are.

Click to indicate if the person is giving a green light to continue or a red light to stop.

- Trying to involve others in conversation or activities
- Resistance to going somewhere alone with you
- Looking away or changing the subject when you make sexual remarks
- Giving verbal reasons or excuses to leave or get away
- Making a friendly or humorous attempt at changing the subject, activity, or location
- Any variation of "I'm so drunk," obvious signs of intoxication, stumbling, slurring, confusion, or passive behavior
- Physical lack of reciprocation or pulling away
- Pushing your hands or body away or becoming still and passive
- Slow-down language like "I'm not sure," "not yet," "wait"



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I. INTRODUCTION II. RIGHTS 1 2 3 4 5 6 7 8 9 10 11 III. BYSTANDER EFFECT IV. YOU'RE UP V. RESOURCES

myPlaybook Campus Sexual Assault
Confirming Consent

How do you know when you have consent?

Your partner's "yes" should be

Click each to learn more.

- Enthusiastic
- Inviting
- Reciprocating

A "yes" could be the reciprocation of physical moves, such as excited kissing or touching.

Continue



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I. INTRODUCTION II. RIGHTS 1 2 3 4 5 6 7 8 9 10 11 III. BYSTANDER EFFECT IV. YOU'RE UP V. RESOURCES

myPlaybook Campus Sexual Assault
Asking for Yes

Some people don't like to talk about consent. But giving consent doesn't have to be difficult.

Click each image to learn more.

- Pause
- Let Your Partner Lead
- Signal Fun
- Be Vulnerable
- Ask

Try this. Let your partner take the lead sometimes and pay attention to whether he or she is making moves to intensify or de-escalate activities.



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I. INTRODUCTION II. RIGHTS 1 2 3 4 5 6 7 8 9 10 11 III. BYSTANDER EFFECT IV. YOU'RE UP V. RESOURCES



Coaches Assist is an interactive workshop designed to assist coaches to become facilitators of student-athlete well-being. Coaches are introduced to a goal oriented style of interacting with and providing ongoing support to individuals in a non-judgmental approach that will encourage student-athletes to consider taking steps toward better health. *Coaches Assist* draws from the fields of health coaching, prevention science, and motivational interviewing.

It Matters

- <https://youtu.be/lbVTsgtacMg>

COACHES

Assist

Coaches are great at being directive; however, to maximize their impact as a mentor requires listening and facilitating skills.

Health Coach Spirit – *mindset shift*

Moving from “Diagnose & Prescribe/Educate & Implore”
→ “Guide & Inspire”

1. You’re a partner in this journey
2. NOT solving the “problem”
3. Seeing players as whole not broken
4. Move away from “they have the questions, you have the answers”
5. You are an advocate for your players



Communication Styles and Client Change

• DIRECTING CHANGE

- *Identify the problem*
- *Provide education, advice, resources*
- *Prescribe next steps*

Directing

Guiding

• EXPLORE OPTIONS

- *Are there options?*
- *Is this change important?*
- *Are you confident you can change?*

• WHY CHANGE or WHY NOT CHANGE?

- *Listen to their story*
- *set a shared agenda*

Following

moving  **on!**
ATHLETES MAKING HEALTHY TRANSITIONS



Moving On! prepares student-athletes to make healthy transitions to life after college sports through the use of an evidence-based curriculum that includes a student-athlete handbook and facilitator guide.

Funded by: NCAA Innovations in Research and Practice



4 sessions:

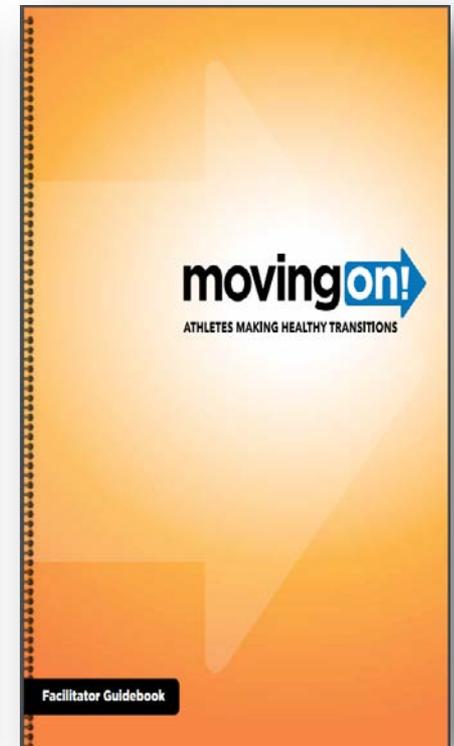
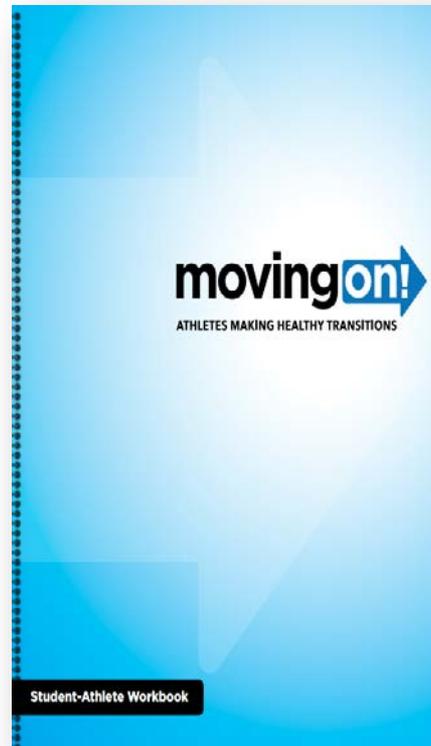
- Session 1: Introduction and Overview
- Session 2: Identity Exploration
- Session 3: Goal-Setting and Action Plans
- Session 4: Planning Ahead



Campus Implications for Programming

“It’s kind of like a How-To guide, to be your own person and not be just like a product of your environment. Like, set your own environment.”

“This is a big deal. We’re transitioning. We’re not gonna be athletes any more.”



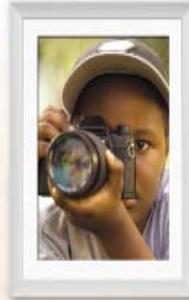
PHOTOVOICEKIT

.com

DISCOVERY. COMMUNITY AWARENESS. TAKING ACTION.



WHAT DO YOU WANT TO CHANGE?





What is Photovoice?

- Process that empowers people to identify, represent, and enhance their communities using photography:
 1. Take pictures.
 2. Tell stories and discuss photographs.
 3. Write captions.
 4. Host photo exhibits.
 5. Take local action.





PhotovoiceKit is a complete web-based toolkit for carrying out a photovoice project that combines photography, dialogue, photo exhibits, and social action to address the community issues you care about.

Researchers



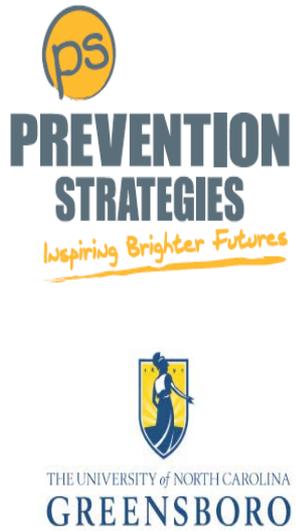
Funding



Development



Evaluation





What is PVKit – Group Galleries?

My PVKit

Group Members

Discussion

Group Galleries

- Healthy Food Systems
- Healthy Transportation
- Picture Me Tobacco Free
- Port St Lucie Public Gallery to share with Community Leaders
- Portland Restaurants
- Prevent Obesity** →

Facilitator Dashboard

Prevent Obesity

Back





Mountain Bike
This mountain bike is at the end of a long, difficult trail. It represents how sometimes the journey to good health is hard, but the challenges along the way just make you feel more accomplished when you finally get there.
By Abby D Age:28

Image 5 of 5



Spartan Choices - funded by NCAA CHOICES program, the goal is to integrate athletics into the overall campus alcohol education effort. We've taken teams to APPLE Conference the past two years and they recently collaborated with our Collegiate Recovery group in creating a Photovoice project to clarify misperceptions about their representative groups.

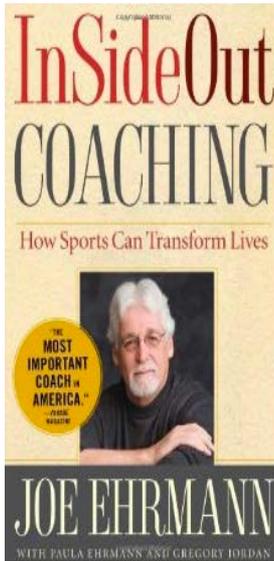


SHIFT WHY

SHIFT WHY

VISION

To transform the sports culture, where the value is often defined by the scoreboard, to one that focuses on the intentional development of the educational, social, and emotional well-being of every student-athlete.





Our role: To conduct a process and impact evaluation

Minnesota State High School League – “Why We Play” case study

Denver Broncos

Dallas Cowboys

Initiative with the NFL and NFL Foundation – Super Bowl 50
InsideOut Coaching Character Education

ShiftWHY Urban – Baltimore City project

<http://www.denverbroncos.com/multimedia/videos/Shift-Why-Coachs-Conference/b103cd58-8e2e-4212-9f0a-969f18f259ce>

Examples of Current Work

Concussion Research:

- Nearly 4 million sport-related concussions (SRCs) are reported annually in the US
- Those 4 million reported SRCs likely represent only half of the concussions that actually occur. Estimates suggest that in some student-athlete populations up to 80% of suspected SRCs go unreported
- 2 proposals have been submitted and are now under review:
 - National Institute on Child Health and Human Development
 - NCAA/Department of Defense
 - Both proposals aim to translate targeted risk and protective factors
 - To conduct feasibility testing
 - Use the Multiphase Optimization Strategy (MOST) approach to engineer and conduct 2 highly efficient, fully powered, randomized factorial screening experiments

Innovations Grant Program

- \$100,000 in grants for the 2015 calendar year to support research and data-driven pilot programs to enhance student-athlete psychosocial well-being.
- Potential topics:
 - Managing transitions (e.g., recruit to first-year student; college transfer; developing independence from parents; etc.);
 - Identity development;
 - Stress management;
 - Substance use;
 - Bystander intervention;
 - Cultivating healthy relationships;
 - Career exploration; and
 - Sport exit strategies.

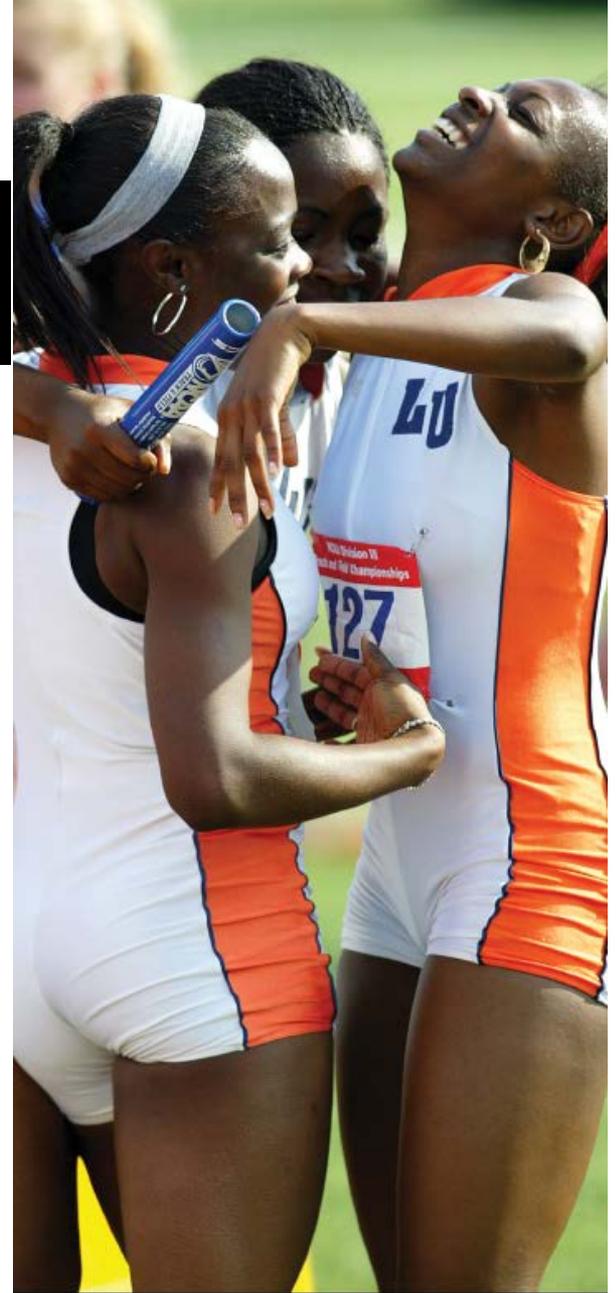
2014 Funded Innovations Grant Proposals

- Parent involvement in young adults' intercollegiate athletic careers: Developmental considerations and applied recommendations
- Developing and Evaluating a Model Program for Supporting the Mental Health of Student Athletes
- The Whole Image for Athletes (addressing eating disorders and body image)
- A Career Readiness Solution for Student-Athletes
- Injured Athlete Support Group: Evaluation of a Pilot Program
- Mental Health Referral for Student-Athletes: Web-Based Education and Training

MENTAL HEALTH

Managing Student-Athletes' Mental Health Issues

- Treatment works.
- Coaches and administrators can provide encouragement and support.
- Addressing mental health issues is important for both performance and health, and demonstrates to student-athletes that you care about them as a person



NCAA Resources

- APPLE Prevention Conferences
- CHOICES Alcohol Education Grants
- Coaches Education- Coaches Assist, Hazing Prevention, Mental Health
- myPlaybook online curriculum
- Sports Medicine Handbook
- SSI Newsletter
- Student-Athlete Drug Policy brochure
- Violence Prevention resources
- 360 Proof
- PhotoVoice Kit
- Moving On



Elevator Speech

- Introduce self
- Describe your work
- Ask what might be helpful to athletics education efforts
- Can I contact next week to follow up