The APPLE Model: Campus Implementation & Team Meetings
How Important Is Your Athletics Department?

Projects values to student-athletes

Extremely influential in a student-athlete’s life
The Athletics Department has a responsibility to student-athletes to provide comprehensive, evidence-informed interventions.

Be a positive influence for the entire campus.
Individual Protective Factors

Student-Athletes Value:

Teamwork
Leadership
Performance
Value of Sport
Success!
Use Your Strengths!

Student-Athletes Can Provide
- Enthusiasm
- Input
- Positive Leadership
- New ideas
- Role Model
- Sell program to teams

Athletics Department Can Provide
- Structure
- Stability
- Positive support
- Culture/history
- Student-athlete advocacy
- Sell program to department
Student-Athletes **must** have a significant voice in the process.
APPLE Athletics Department Baseline Assessment

- Team Contact completed before the Training Institute
- Assessment tied to each slice’s guiding principles
- Maximum score per slice = 100 points
  - 50 points awarded components of WRITTEN policies
  - Annual policy distribution increased score
- Policies that equally cover ALL students affiliated with the Athletics Department increased score
NCAA’s Substance Abuse Prevention and Intervention Tool Kit: Model of Behavior Change

https://www.ncaa.org/substanceabuseprevention
College AIM
(Alcohol Intervention Matrix)

User-friendly format for selecting evidence-based programs for campus substance abuse prevention

Rating for ~ 60 interventions:
Individual focus or campus environments
Level of effectiveness and cost
Ineffective alcohol programs include:

**Individual-Level Strategies**

*Individual-level strategies* aim to produce changes in attitudes or behaviors related to alcohol use rather than the environments in which alcohol use occurs. Expected outcomes, in general, are that a strategy may decrease an individual's alcohol use (e.g., frequency, quantity, or blood alcohol concentration) and/or alcohol-related risk-taking behaviors, thereby reducing harmful consequences. All studies used college students as the research population.

Duration of effects refers to the length of time that a strategy appears to have influenced student attitudes and behaviors related to alcohol use. Effects are short term if within 6 months and long term if 6 months or longer. Effects are mixed if research studies reached different conclusions about duration.

**Not effective**

- Skills training, alcohol focus: Expectancy challenge intervention (ECI)—By proxy/didactic/discussion alone
- Information/knowledge/education alone
- Values clarification alone
Recruitment
Recruitment Guiding Principles

• Uniform
• Consistent
• Neither promotes nor condones use
• Recruit behavior is a responsibility of the student host
Recruitment Best Practices

- Assess recruiting and hosting experiences
- List appropriate/inappropriate activities for visits
- Wallet-sized recruiting information cards
- Hosting information sessions
- Gather pre-visit information on recruit interests
- Is recruit a good fit for your program/culture?
Loyola University Maryland

- Created a comprehensive hosting policy
- Reviewed with coaches every semester
- “Conversations for the Car Ride Home” booklet
Expectations & Attitudes

Guiding Principles

• Consistent for ALL:
  ✓ Student-Athletes
  ✓ Cheerleaders
  ✓ Student Managers
  ✓ Student Athletic Trainers

• Athletics staff adhere to the same standards
Expectations & Attitudes
Best Practices

• Orientation messages
• Student-athlete handbook
• Buddy teams
• Promote existing late-night programming
• Bystander intervention training
• Head coach sets the norm
# Student-Athlete Beliefs About Intervention

<table>
<thead>
<tr>
<th>Belief</th>
<th>Women (%)</th>
<th>Men (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All community members play a role in keeping people safe</td>
<td>85</td>
<td>78</td>
</tr>
<tr>
<td>I like thinking of myself as a helper</td>
<td>89</td>
<td>77</td>
</tr>
<tr>
<td>Teammates will look up to me if I intervene</td>
<td>57</td>
<td>59</td>
</tr>
</tbody>
</table>

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NCAA 2016 Social Environments Survey
## Student-Athletes Becoming More Willing to Intervene

<table>
<thead>
<tr>
<th></th>
<th>% Willing to confront a teammate if he/she is treating partner appropriately</th>
<th>% Willing to intervene in a situation if it could lead to inappropriate* sexual behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2016</td>
</tr>
<tr>
<td><strong>women</strong></td>
<td>47</td>
<td>67</td>
</tr>
<tr>
<td><strong>men</strong></td>
<td>59</td>
<td>70</td>
</tr>
</tbody>
</table>

*Inappropriate replaced with “unwanted,” 2016

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*2012 & 2016 Social Environments Survey*
Best Practice: Bystander Intervention Training

Life’s most persistent and urgent question is: WHAT ARE YOU DOING for others?

– Martin Luther King, Jr.

Step up. Speak out. End violence.

Developed by the University of Arizona with support from the NCAA, University of Virginia and University of CA, Riverside

Raise awareness of problem behaviors
Increase motivation to help
Develop skills & confidence when responding
Ensure the safety & well-being of others

Break out @ 3:05 pm
St. Francis University

Break out @ 4:10 pm

Engaging students through late-night events

Used campus partnerships to plan & fund events for the student body
We’re All In: A Culture of Care in Athletics

Winning is important, but it doesn’t exist independent from a culture of care.

How to cultivate relationships and communication with ALL members of the Athletics Department.
Saturday AM Team Meeting

- Review the APPLE model and best practices.
- College AIM evidence-based approaches for each slice
- Ask students on your team to respond first

RESOURCE: Administrator Team Meeting Facilitation Guide
Team Meeting Guidelines

Discuss:

- Your Athletics Department Baseline Assessment results
- What’s already in place at your school
- Areas for improvement
- New ideas to implement
Education
Guiding Principles

• Programming is mandatory
• Specifically tailored to student-athletes’ needs
• Includes peer education
• Qualified training and supervision
• Staff are well-informed on effective prevention
• Evaluation
NCAA on Institutional Drug Education

Required under Bylaw 14.1.4:

- **distribute** list of banned drugs
- **educate** on products that may contain them

Minimum Guidelines: Conduct Alcohol/Other Drug Education:

- ...for NCAA, conference, institution and team
- ...each semester
Best Practice: Peer Education
Student-Athlete Mentors (SAM)

Created in 1989 at the University of Virginia

Peer-to-peer education
Student-run leadership
Positive aspects of peer influence

- Internal team resource, role model
- Recognize and prevent problems
- Community service

Break out @ 4:10 pm
Best Practice: Correct Misperceptions

- Marketing campaigns specific to student-athletes
- Formal team-based presentations
- Large-scale programs with clickers
NCAA Education Resources

- CHOICES grant awards
- Health and Safety publications
- Health and Safety posters
- Alcohol & Other Recreational Drug Prevention

www.ncaa.org/health-safety
www.ncaa.org/mentalhealth
www.ncaa.org/violenceprevention
Drug Free Sport Axis

is a trusted nutrition, health and wellness resource, combining scientifically proven dietary information with the most up-to-date research on supplements and over-the-counter and prescription drugs.

Log into Drug Free Sport Axis!

Password: Ncaa1 Ncaa2 ncaa3

1-877-202-0769

https://dfsaxis.com
Online Alcohol Education: Part of a Comprehensive Plan

Online, evidence-based program to prevent AOD-related harm for first-year student-athletes

SAVE Act compliant

https://athletewellness.uncg.edu

Break out @ 4:10 pm
HAZE: The Movie

The Gordie Center’s 37-minute film (updated in 2018) tells Gordie’s story to help prevent a future tragedy.

www.gordie.org
Best Practice: Promoting Healthy Relationships

Ending relationship violence

Workshops for student-athletes, coaches, and administrators

Updated Escalation Workshop

New video content
I solemnly swear...

University of Virginia – Gordie Center
Team Meeting Guidelines

Discuss:

• Which evidence-based programs are you using?

• Are you providing education on alcohol, or just banned drugs?

• Which evidence-based approaches would be easiest to implement on your campus?
Policies Guiding Principles

• Guided by federal legislation and NCAA regulations

• Clearly define testing standards, procedures, and sanctions
  - Well-disseminated
  - Uniformly enforced
  - Regularly reviewed

• Applies to coaches, staff, student athletes, managers, athletic trainers, cheerleaders
Policies Best Practices

*If it’s not in writing, it’s not in effect.*

- Policies must be department-wide with **significant** student input
- Reviewed by campus legal counsel
- Team rules may be **more** restrictive than departmental policies
  - **Team-by-team** policies ALONE are **not** effective
  - **Coach-driven** policies are **not** effective
- Address **out-of-season** behaviors
APPLE Model Programs by NCAA Division
Team Meeting Guidelines

Discuss:

• Do your policies reflect what is really happening at your school?

• How can policies be improved by student-athlete input?

• Which parts of your policy should be worked on first?
Drug Testing
Drug Testing
Guiding Principles

- Required education on NCAA banned drugs
- Uniform policy including informed consent and sanctions
- Student-athletes agree
  - ...not to use banned drugs
  - ...to be tested according to campus and NCAA policies
- Compliance forms are explained and signed
- Campus complies with NCAA drug testing administrative duties
Drug Testing Best Practices

Ensure Integrity of the System:

- Confidentiality
- Collection procedures
- Chain of custody
- Lab

Do What’s Right
Drug Use Deterrence

- Create culture of trust
- Shared responsibility
- Strong written policy
- Comprehensive education
- Drug testing
Concerned that student-athletes didn’t understand drug testing process

Created a humorous video starring a football player to educate student-athletes and reduce stress

Berry College
Sanctioning
Sanctioning Guiding Principles

• Sanctions actions are:
  ✓ Appropriate
  ✓ Clearly specified
  ✓ Well-disseminated
  ✓ Uniformly enforced
Sanctioning Best Practices

- Opportunity for education and self-reflection
- Sanctions may vary based on whether the behavior was:
  - Planned or spontaneous
  - First-time or part of a larger pattern
- Clearly identify an appeals process
- Involve Dean of Students’ Office/campus legal counsel in review of sanction policies

*Don’t abandon the athlete.*
BASICS: A Sanctioning Best Practice

• Brief Alcohol Screening and Intervention for College Students.
  • In-person, personalized, normative feedback on behaviors using a Motivational Interviewing approach.
  • Partner with Counseling Center to offer this evidence-based intervention to increase motivation for change.

• Refer to clinicians for assessment

• Ensure confidentiality

• Follow-up!
Marijuana Sanctioning

- NCAA: marijuana is a banned substance in the “illicit drug” class.
- There are no “medical or therapeutic use” exceptions EVEN if a doctor has ‘prescribed’ marijuana
- NCAA penalties for a positive test:
  - 1\textsuperscript{st} offense: Half the season for ALL sports played
  - 2\textsuperscript{nd} offense: Full calendar year of eligibility in ALL sports
- Sanctions apply even in states where recreational marijuana use has been legalized
Referral and Counseling
Referral & Counseling
Guiding Principles

- Specify timeliness, confidentiality, and expected follow-up
- Include a range of options
- Accessible
- Students can be seen in a timely manner
- Develop relationships with counseling staff
Referral & Counseling
Best Practices

• Train staff in brief *motivational intervention*
• **Refer** to clinicians for assessment
• Host annual/semiannual meetings with campus & community resources
• Ensure *confidentiality*
• **Follow-up!**
HELPING SUPPORT STUDENT-ATHLETE MENTAL HEALTH:

A primer for campus stakeholders outside of athletics
Referral & Counseling
Best Practices

Involve Coaches:

• “Coaches Assist” PowerPoint presentation
• “It Matters” video

https://athletewellness.uncg.edu/
Best Practice: Train Peers to Intervene

CONVERSATION STARTERS

Get ready to get talking
Best Practice: Safe Harbor Programs

- Student-Athlete **self-refers for a voluntary evaluation** and counseling for a substance use disorder.
- Institution works with the Student-Athlete to prepare a Safe Harbor **treatment plan**
- Students generally retain their athletics aid and are not suspended from the team unless medically necessary.
Team Meeting Guidelines

Discuss:

• If you have drug testing, do students perceive selection for drug testing to be random?
• Are your sanctions enforced consistently across teams?
• Are you using evidence-based sanctions?
• Who monitors compliance?
• What are the barriers for student-athletes to get help for a substance misuse problem?
Saturday PM Team Meeting

- Discuss any new ideas or approaches you have learned
- Decide on a project that relates to one APPLE slice
- Begin to detail how you will implement this project using the APPLE Action Plan Worksheet

Worksheet and sample action plans follow the Administrator Team Meeting Facilitation Guide

Review Saturday Breakout Session Options
Decide as a team who will go to which breakout sessions this afternoon.

<table>
<thead>
<tr>
<th>Session 1 Topics: Team Member(s):</th>
<th>Supplements &amp; Nutrition</th>
<th>HAZE: The Movie</th>
<th>Mental Health</th>
<th>Marijuana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2 Topics: Team Member(s):</td>
<td>Drug Testing</td>
<td>Bystander Intervention</td>
<td>Culture of Care</td>
<td>Sexual Assault</td>
</tr>
<tr>
<td>Session 3 Topics Team Member(s):</td>
<td>January-Term Programming</td>
<td>Mental Health Programs</td>
<td>Online Resources</td>
<td>Peer-to-Peer Program</td>
</tr>
</tbody>
</table>

Saturday Afternoon Team Meeting
Goal: Identify one prevention area (APPLE slice) to work on in the coming year.

1. Discuss the day’s sessions and any new ideas or approaches you have learned at APPLE.
   - What sessions did you attend? What did you like/dislike about the sessions?
   - Did you learn about any new ideas or approaches from other schools during the breakout sessions?
   - How could these ideas be implemented at our school?
Action Planning

What You’re Excited About

What You Need

ACTION PLAN
Goal Setting

Who is the target population?

What is the behavior/attitude you want to change?

When will it change? What will be new/different that will cause the change?

How much will it change?

How will you know it changed? How do you measure and evaluate?
Example: Measurable Long-term Goal

(who) student-athletes
(what) reduce alcohol use quantity and/or frequency
(when) after implementing a social norms campaign
(how much) 5% reduction in Q/F of alcohol use
(how do you know) pre/post test using Core Survey

By April 2020, as a result of a comprehensive social norms marketing campaign, student-athletes will reduce how much alcohol they drink by 5% as measured by pre- and post-tests using the Core Campus Survey of Alcohol and other Drug Norms.
Example: Measurable Short-Term Goal

(who) freshmen student-athletes
(what) increase accurate knowledge of drinking norms
(when) after attending SAM alcohol ed. program
(how much) 50% will know true drinking norms
(how do you know) pre/post 5-item survey using clickers

By April 2019, 50% of freshmen student-athletes who attend a SAM alcohol program will know accurate social norm statistics as measured by pre/post tests.
Don’t Forget!

- Breakout Sessions – make a team plan
- Informal “Q&APPLE” session after dinner to network and discuss ideas with other teams
- Evaluations for this morning are online!
- www.APPLEathletics.org
Q & APPLE
7:15 – 8:00 pm

Peer Mentor Programs
Gallery

Creating Education Programs
George Washington

Increasing Engagement & Buy-In
Rotunda Ballroom

Creative Funding
Promenade Ballroom