The APPLE Model:
Campus Implementation
&
Team Meetings

Individual Protective Factors

Student-Athletes Value:
- Teamwork
- Leadership
- Performance
- Value of Sport
- Success!

Athletics Department Projects
Values to Student-Athletes

Extremely influential in a student-athlete’s life

“Resource allocation, priorities and outcomes or behaviors that are rewarded (well-being vs win-loss record) show coaches whether mental health is viewed as an organizational priority.”

The Athletics Department has a responsibility to student-athletes to provide comprehensive, evidence-informed interventions.

Be a positive influence for the entire campus.
Coach Role: Promoting an athletics environment that supports mental well-being and resilience:

“Intentional time allocation in the athlete’s normal practice schedule for learning positive psychosocial skills is associated with better developmental outcomes.”

Fostering “a process oriented mindset, where effort and improvement are emphasized...can optimize the positive psychological experiences of sport participation.”


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
- Team contacts: full report on the APPLE Portal: appleathletics.org

NCAA’s Substance Abuse Prevention and Intervention Tool Kit:
Socio-Ecological 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

www.APPLEathletics.org lists College AIM-rated interventions by APPLE slice

Ineffective alcohol programs include:

- Information/knowledge/education alone
- Values clarification alone
- Skills training an alcohol expectancy alone
Action Planning Tool: “Explore the APPLE Model”
- Guiding principles for each “slice”
- Evidence-based prevention programs (NIAAA – College Alcohol Intervention Matrix) by slide
- Programs developed by past APPLE attendees
  - Listed by slice and NCAA Division

Recruitment

Recruitment

Recruitment Principles
- Uniform
- Consistent
- Neither promotes nor condones use
- Recruit behavior is a responsibility of the student host

Recruitment Suggestions
- 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

Suggestions
- Orientation messages
- Head coach sets the norm
- Student-athlete handbook
- Promote existing late-night programming
- Bystander intervention training
- Buddy teams
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>

NCAA 2016 Social Environments Survey
http://www.ncaa.org/about/resources/research/ncaa-social-environments-study

Student-Athletes Are More Willing to Intervene

<table>
<thead>
<tr>
<th>Year</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>67</td>
<td>70</td>
</tr>
</tbody>
</table>

Table showing percentage of student-athletes willing to confront or intervene in situations:

- Women: 2012 - 47%, 2016 - 71%
- Men: 2012 - 59%, 2016 - 78%


Pre-Season Screening & Follow-Up

- Mental health providers work with the team all year
- Conduct pre-season substance use/misuse screening
- Follow-up evaluation and treatment as needed
- Resulted in:
  - Earlier problem identification
  - Increased treatment
- Athletic trainers and academic advisors also can screen for and deliver brief motivational interventions.


Developing a Foundations Program

The 2019 Rollins College APPLE team created a set of pillars to guide expectations & attitudes within the Athletics Department.

LACERS:
- Leadership
- Accountability
- Collaboration
- Excellence
- Respect
- Service
Bystander Intervention Training

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

http://stepupprogram.org/about/

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

Building Resilience

Science-based, structured intervention that strengthens resilience competencies among student-athletes.

2017 NCAA Innovations Grant

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

Saturday AM Team Meeting

Review:
- Your campus scores
- APPLE model guiding principles
- CollegeAIM evidence-based approaches for each slice

Ask students on your team to respond first

http://www.ncaa.org/about/resources/research/changing-minds-changing-lives-winning-transition-college
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

NCAA Education Resources

- Health and Safety publications
- Heath and Safety posters
- Alcohol & Other Recreational Drug Prevention:
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

Correct Misperceptions

- Marketing campaigns specific to student-athletes
  - “SAMs Say” poster series since 2009
- Formal team-based presentations
- Large-scale programs with clickers

Choose Cardinals First: Empowering Campus-Wide Change

Catholic University used their NCAA CHOICES grant to create campus-wide change in alcohol and other drug use through:

- Leadership skills
- Bystander intervention
- Harm reduction strategies
- Ethical decision-making

https://dfsaxis.com

Log into Drug Free Sport Axis!

Password: ncaa1 ncaa2 ncaa3

Break out @ 3:10

1-877-202-0769

https://apple.studenthealth.virginia.edu/sams-say-campaign

Break out @ 4:15 pm

Choose Cardinals First!
Athlete Guidance and Support (ASG)

ASG is a student-athlete group formed by the University of California, Davis APPLE team. ASG peers connect students to health and wellness resources, provide peer support and implement educational programs.

“We aim to create a movement of athletes passionate and aware about mental wellness and how it shapes team dynamics and success.”

Breakout @ 4:15 pm

HAZE: The Movie

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

Breakout @ 3:10

HAZE

www.gordie.org

Healthy Relationships Curriculum

Workshops for student-athletes, coaches, and administrators

New video content

Breakout @ 3:10

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

Breakout @ 4:15 pm

https://www.joinonelove.org/

https://athletewellness.uncg.edu
Research on Emerging Risks

E-cigarettes and Vaping Associated Lung Injury (EVALI)
• Risk of vaping nicotine and/or THC
• Practical prevention strategies
• Cessation resources

Break out @ 2:00 pm

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
Policy Considerations

*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

Help Seeking, Medical Amnesty Policies & Establishing a Culture of Care in Athletics

Are student-athletes less likely to call for help during an alcohol emergency?

Review of medical amnesty policies, which promote bystander intervention during alcohol or other drug emergencies.

A culture of care in athletics is critical to promoting help seeking behaviors.

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

Considerations

Drug Testing is “a known deterrent to substance use among athletes.”*

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

Berry College

• 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

https://vimeo.com/228977562

Sanctioning

Sanctioning Guiding Principles
• Sanctions actions are:
  ✓ Appropriate
  ✓ Clearly specified
  ✓ Well-disseminated
  ✓ Uniformly enforced

Sanctioning Considerations
• 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

BASICS: An evidence-based intervention
• Brief Alcohol Screening and Intervention for College Students.
  • In-person, personalized, normative feedback on student behaviors using a Motivational Interviewing approach.
  • Increases students’ own motivation for change.
  • Your counseling center may already offer this program!


Don’t abandon the athlete.
Marijuana Sanctioning

- NCAA: marijuana is a banned substance in the "cannabinoids and narcotics" class.
- There are no "medical or therapeutic use" exceptions EVEN if a doctor has 'prescribed' marijuana
- NCAA penalties for a positive test:
  - 1st offense: withhold next 50% of the season of competition for ALL sports
  - 2nd offense: 1 full season of competition in ALL sports
- Sanctions apply even in states where recreational marijuana use has been legalized

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

Suggestions

- Train staff in brief motivational intervention
- Refer to clinicians for assessment
- Host annual/semiannual meetings with campus & community resources
- Ensure confidentiality
- Follow-up!
Involve Coaches

• Coaches are central in "creating a destigmatizing environment where mental health seeking is a core function of training & self-care."

• Student-athletes are more likely to seek help when coaches have "positive attitudes... regarding seeking mental health treatment."

• Coaches can:
  • help student-athletes learn resilience, psychological flexibility and self-compassion.
  • communicate the importance of mental healthcare to parents.

www.coachesassist.org

Train Peers to Intervene

“Tiny Shifts” Videos

University of Michigan:

2014 NCAA Innovations Grantee

https://www.youtube.com/watch?v=GBwwosvCF0c
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?

Breakout Sessions – make a team plan

Review Saturday Breakout Session Options
Decide on a team which will go to which breakout session this afternoon.

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
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 2021, 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 October 2020, 50% of freshmen student-athletes who attend a SAM alcohol program will know accurate social norm statistics as measured by pre/post tests.
We Need Your Feedback!

Team Photos
12:00-1:30