To improve the **health and wellness** of all athletes through the translation of prevention research to **effective programs, policies, and practices**. [http://athletewellness.uncg.edu](http://athletewellness.uncg.edu)
A collection of resources designed to help coaches communicate about well-being. Drawing from the fields of health promotion, prevention science, health coaching, and motivational interviewing, it demonstrates basic skills and strategies for effective conversations to help coaches recognize and more effectively address health concerns of student-athletes.
Our Game Plan

• Why coaches?

• Recognize -> React -> Refer
<table>
<thead>
<tr>
<th>Agree or Strongly Agree with the following...</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people can be trusted</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>I trust my teammates as much as anybody in my life</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>My teammates have my back regardless of the situation</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>My coaches can be trusted</td>
<td>63%</td>
<td>68%</td>
</tr>
</tbody>
</table>

NCAA Study of Social Environments, 2012
Important Questions for Coaches

1. Why do I coach?
2. Why do I coach the way I do?
3. What does it feel like to be coached by me?
4. How do I define and measure success?

Inside Out Coaching; Joe Ehrmann
Roles of a Coach

Recognize
React
Refer
Recognizing Student-Athlete needs

React

Conversations about Well-Being

Refer

Connecting Student-Athlete with support
Recognizing student-athletes in need

What can you look for?
• Being irresponsible regarding commitments or responsibilities to school, sport and relationships
• Withdrawn
• Frequent and abrupt mood changes
• Oversensitivity (different from how they previously behaved)
• Frequent irritability with teammates and other students
• Minor injuries due to carelessness, lack of conditioning
• Mishaps not related to sports
• Not interested in talking about “it”

But how.....?

References:
Mind, Body, & Spirit, NCAA
Be an active observer

discerning
mindful
attentive
vigilant
empathetic
alive
inquisitive
perceptive
Voice your concerns

Let’s try something……..
I want you to think of a behavior change you are considering making.
I won’t ask for examples, so make this real and make it personal.

Ok, now I want each of you to commit to making this change.
When you wake up tomorrow morning, I want you to start doing this behavior.
Coaching Spirit—template for success

Moving from “Identify & Fix” → “Guide & Inspire”

1. Coaches can be a partner in the journey
2. NOT solving the “problem”
3. Seeing players as whole not broken
4. Move away from “players have questions and coaches have the answers”
5. Coaches can be an advocate for student-athletes
6. Listening to the student-athlete – help them find their answers
7. Generate regular communication regarding “what is working, what needs improvement, level of accountability.”
8. Offer clarity on confidentiality and professional boundaries
Hear it in action
Coaching for a *Better Understanding*

Find a partner
You will have [?] minutes each.... Each person will get a chance to facilitate the conversation and to speak, one at a time. When you are facilitating the conversation, don’t talk about yourself!

Facilitator follow these prompts:
1. **Open the conversation and introduce yourself.**
2. **Ask an open question:** “Tell me about a strength you have.”
3. **LISTEN and Reflect** what you heard and wait for a response.
4. **Reflect** the next thing you heard and wait for a response.
5. **Ask an open question:** “How will this strength help you in ...?”
6. **Reflect** what you heard and wait for a response.
7. **Reflect** what you heard and wait for a response.
8. **Summarize** the highlights of what you heard thus far, example: “let me see if I have this right...”
9. **Affirm:** “From what I have heard you say, not only do you have the strength you discussed, you also have (fill in with possible new strength and wait for response)
10. Before switching, the person speaking tells the person facilitating two things they did that the speaker appreciated.

Reflection examples:
– So what I hear you saying is....
– Its sounds like you’re saying.....
– What I am hearing is.....
– You’re really stressed.....
– You’re frustrated because......
Accessing campus resources

Who is your…

• Dir. Student Affairs
• Dean of Students
• AOD Coordinator
• Dir. of Wellness
• Title IX Coordinator
• Dir. Res Life
• Dir. Counseling Services
• Etc…
Next Steps

1. Start using the skills you learned today!

2. For more information or for notifications about new resources go to CoachesAssist.org