Moving Beyond Xs & Os
Facilitating Student-athlete Health & Wellness

APPLE Conferences 2017

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Today’s X’s and O’s

1. Very brief overview of IPAHW
2. Why coaches?
3. Important questions for coaches (uh hum – for us all)
4. Coaches Assist Framework
5. Recognizing student-athletes with “needs”
6. Voicing and communicating concerns
7. Accessing campus & community resources
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
Who do SAs trust?

<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>
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NCAA Study of Social Environments, 2012
Roles of a Coach

Recognize
React
Refer
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
Coaches Assist Framework

- Coaching Spirit
- Creating the alliance
- Exploration
- Setting agreements
- Accountability
- Measuring Outcomes
- Reassessment

How To Recognize a Student-Athlete Needs Help (including emergencies)
How to Communicate for Better Understanding
How to Access Campus and Community Resources
How to Voice Your Concerns
Recognizing student-athletes with “needs”

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• Withdrawn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
Health Coach Spirit – mindset shift

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
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
Recognizing when Student-Athlete needs Help

Conversations about Well-Being

Connecting Student-Athlete with Help
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.
Communication Styles and Client Change

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

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

**Following**
- WHY CHANGE or WHY NOT CHANGE?
  - Listen to their story
  - Set a shared agenda
Coaching for a Better Understanding

Find a partner
You will have [?] minutes each...a total of 10 minutes. 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. Communicate with IPAHW if interested in learning more about Coaches Assist.

Student-athlete health & wellness opportunities RIGHT NOW

BrainCare  myPlaybook  moving on!

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

Institute to Promote Athlete Health and Wellness