Health Coaching for Coaches: Supporting Student-Athlete Well-Being

APPLE Conferences 2015

Dr. Jeff Milroy, UNC Greensboro
Dr. David Wyrick, UNC Greensboro
Samantha Kelly, UNC Greensboro
The Institute to Promote Athlete Health & Wellness at the University of North Carolina Greensboro is at the forefront of excellence in health promotion for athletes of all ages and levels of competition.
Fatalities in NCAA Student-Athletes from 2004-2009

- Accidents: 51%
- Cardiac: 16%
- Suicide: 9%
- Cancer: 7%
- Homicide: 6%
- Other Medical: 3%
- Sickle Cell Trait: 2%
- Drug Overdose: 2%
- Heat Stroke: 1%
- Meningitis: 1%
- Unknown: 2%
- Sickled Cell Trait: 2%
- Cancer: 7%
- Homicide: 6%
- Other Medical: 3%
- Sickle Cell Trait: 2%
- Drug Overdose: 2%
- Heat Stroke: 1%
- Meningitis: 1%
- Unknown: 2%
- Sickled Cell Trait: 2%
- Cancer: 7%
- Homicide: 6%
- Other Medical: 3%

*(Circulation. 2011;123:1594-1600.)*
When you drink alcohol, typically how many drinks do you have in one sitting? (of those who report alcohol use)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Division I</td>
<td>Division II</td>
<td>Division III</td>
<td></td>
</tr>
<tr>
<td>More than 4 drinks</td>
<td>31.9%</td>
<td>32.6%</td>
<td>37.8%</td>
<td></td>
</tr>
<tr>
<td>10+ drinks</td>
<td>2.4%</td>
<td>3.2%</td>
<td>3.3%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Division I</td>
<td>Division II</td>
<td>Division III</td>
<td></td>
</tr>
<tr>
<td>More than 5 drinks</td>
<td>39.6%</td>
<td>39.6%</td>
<td>50.4%</td>
<td></td>
</tr>
<tr>
<td>10+ drinks</td>
<td>15.5%</td>
<td>16.8%</td>
<td>20.4%</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Men</td>
<td></td>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Conducting self appropriately on campus and</td>
<td>90%</td>
<td>29% (#2)</td>
<td></td>
<td>94%</td>
</tr>
<tr>
<td>in community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking/substance use</td>
<td>87%</td>
<td>25% (#3)</td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Respecting diversity</td>
<td>83%</td>
<td>21%</td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td>Diffusing/avoiding confrontations</td>
<td>83%</td>
<td>22%</td>
<td></td>
<td>79%</td>
</tr>
<tr>
<td>Responsible use of social networking</td>
<td>80%</td>
<td>19%</td>
<td></td>
<td>82%</td>
</tr>
<tr>
<td>Speaking up when you see things around you</td>
<td>80%</td>
<td>35% (#1)</td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td>that aren’t right</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate treatment of members of the</td>
<td>80%</td>
<td>16%</td>
<td></td>
<td>66%</td>
</tr>
<tr>
<td>opposite sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazing/bullying</td>
<td>78%</td>
<td>16%</td>
<td></td>
<td>74%</td>
</tr>
<tr>
<td>Interacting with the media</td>
<td>73%</td>
<td>16%</td>
<td></td>
<td>71%</td>
</tr>
<tr>
<td>Relationship violence</td>
<td>67%</td>
<td>13%</td>
<td></td>
<td>54%</td>
</tr>
</tbody>
</table>
### 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>
</table>

NCAA Study of Social Environments, 2012
THE APPLE MODEL

Recruitment
Expectations & Attitudes
Drug Testing
Policies
Sanctioning
Referral & Counseling
Education
Roles of a Coach

Unique relationship with athletes

- Coach’s wear many different “hats”
  - Teacher
  - Organizer
  - Competitor
  - Learner
  - Mentor

Coaches Believe

Every student-athlete matters
Most student-athletes will respond to clear expectations about alcohol and drug use
We must step up and intervene when needed
My behavior matters

Coach/Athlete Conflict

Often a product of training, perceived power, technical information, team climate

Negative CARs result in:
- Lack of communication, commitment to one another, satisfaction, emotional distress
- Increases stress
- Decreases motivation, self-esteem, confidence, performance of both parties
Health Coaching: Assisting coaches to become facilitators of student-athlete well-being
What is Health Coaching?

A Health Coach is a guide and mentor who empowers and supports individuals to implement and sustain lifestyle and behavior changes to achieve their personal wellness goals.

Adapted definition from the International Association for Health Coaches

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

NCAA Study of Social Environments, 2012
Health Coach Framework
A shared journey

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

The image shows a diagram with the following steps:

1. Coaching Spirit
2. Creating the alliance
3. Exploration
4. Setting agreements
5. Accountability
6. Measuring Outcomes
7. Reassessment

This cycle represents a shared journey in coaching, emphasizing the importance of spirit, alliances, exploration, agreements, accountability, outcomes, and reassessment.
Coaching for Change

1. Observers go in one section of the room
2. “Coaches” in one section of the room
3. “Student-athlete” in one section of the room
Activity Discussion

Observer:
» 3 things noticed

Athlete:
» Experience between 2 scenarios

Coach:
» Difference between 2 scenarios
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
Health Coaching 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
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?

- **WHY CHANGE or WHY NOT CHANGE?**
  - Listen to their story
  - Set a shared agenda

**Directing**

**Following**
Health Coaching Skills & Competencies

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

1. Relationship Building 5. Exploring Ambivalence
2. Coaching Mindset 6. Visioning & Motivation
4. Powerful Questions 8. Accountability

Source: Wellness Mapping 360; Health Coaching Training (Arloski, M)
Next Steps

1. Continue a dialogue about what was covered today.
2. Communicate with IPAHW if interested in pursuing the concept of “health coaching for coaches.”
3. Seek out other training opportunities in this area.