

## The APPLE Model & Campus Implementation

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### How Important Is Your Athletics Department?

Projects **values** to student-athletes  
Extremely influential in a student-athlete's **life**



Enabling / Reactive Institution      Proactive Institution

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

Be a positive influence for the **entire campus**.

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## Individual Protective Factors



### Student-Athletes Value:

- Teamwork
- Leadership
- Performance
- Value of Sport
- Success!

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## Use Your Strengths!

### Athletics Department Can Provide

- Structure
- Stability
- Positive support

### Student Athletes Can Provide

- Enthusiasm
- Input
- Positive Leadership

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Student-Athletes **must** have a significant voice in the process.



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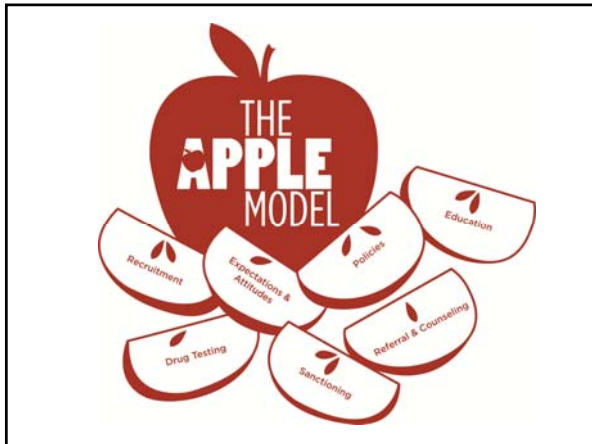
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### APPLE Athletics Department Baseline Assessment

- 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

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### NCAA's Substance Abuse Prevention and Intervention Tool Kit: Model of Behavior Change

The diagram shows four concentric circles representing levels of influence. From the innermost to the outermost, they are: 'Student-athlete' (blue), 'Athletics Relationships' (yellow), 'Campus Environment' (grey), and 'Community Influence(s)' (orange).

<https://www.ncaa.org/substanceabuseprevention>

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## Recruitment Guiding Principles

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

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## 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?

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## Loyola University Maryland



- Created a comprehensive hosting policy
- Reviewed with coaches every semester
- "Conversations for the Car Ride Home" booklet

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# Expectations & Attitudes

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## Expectations & Attitudes Guiding Principles

- Consistent for ALL:
  - ✓ Student-Athletes
  - ✓ Cheerleaders
  - ✓ Student Managers
  - ✓ Student Athletic Trainers
- Athletics staff adhere to the same standards

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## Expectations & Attitudes Best Practices

- Orientation messages
- Student-athlete handbook
- Buddy teams
- Promote existing late-night programming
- Bystander intervention training

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### Student-Athlete Beliefs About Intervention



NCAA 2016 Social Environments Survey

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### Student-Athletes Are More Willing to Intervene



NCAA 2012 & 2016 Social Environments Survey

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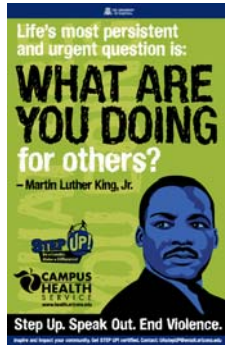
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### Best Practice: Bystander Intervention Training

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



Break out @ 2:00 pm



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

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# Campbell University



- Campus-wide bystander intervention program
- Peer-to-peer approach
- Sexual assault prevention/response focus

Break out @ 4:10 pm

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## 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

### APPLE TRAINING INSTITUTE ADMINISTRATOR TEAM MEETING FACILITATION GUIDE

The guide will help you facilitate one event in a total planning. Being the facilitator is a privilege, a challenge, and a responsibility. Remember the best plan is the one that you can make work!

**General Comments for All Team Meetings**  
Every team member should have a voice. Welcome your students to the meeting of your team. Allow them to discuss. Make sure everyone contributes to the creation of your action plan.

**Facilitator's Role**  
Remember the best plan is the one that you can make work!

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Remember the best plan is the one that you can make work!

**RESOURCE:** Administrator Facilitation Guide

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## 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

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# Education

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## 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**

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## 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

**Too much caffeine? You do the math...**

**ENERGY PRODUCTS\***

- 8 oz. can: 80-300 mg
- 16 oz. can: 160-600 mg
- 2 oz. shot: 200-300 mg

**COFFEE**

- 16 oz. mug (brew): 150-200 mg
- 8 oz. latte: 100 mg
- 1/2 headshot shot: 200-300 mg

**CHOCOLATE**

- 1 cup (milk-based): 300 mg
- 8 oz. chocolate brownie: 9 mg
- 28 choc. coffee beans: 138 mg

**COLAS**

- 12 oz. 50-50 mg
- 20 oz. 50-100 mg
- 32 oz. 80-125 mg

**Heavy caffeine use (500 mg) can negatively impact health and performance:**

- sleep interruption • irritability and anxiety
- diminished performance • may result in a positive drug test

**Sustained energy comes from food, hydration, rest and recovery!**

NCAA

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## Student-Athlete Mentors (SAM) University of Virginia


- Created in 1989
- Peer-to-peer education
- Positive aspects of peer influence
  - Internal team resource, role model
  - Recognize and prevent problems
  - Community service
- Student-run leadership

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## University of Illinois at Urbana-Champaign



- Illini FAM – Freshman Athlete Mentor Program
- Focus on transition issues unique to student-athletes
- Created as an APPLE Action Plan

Break out @ 4:10 pm

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### ALCOHOL & ATHLETIC PERFORMANCE

**MORE THAN A HANGOVER!**  
Reaching an optimal state of drinking to achieve best performance

**CONSEQUENCES**

• Impaired judgment and coordination  
• Slowed reaction time  
• Increased risk of injury

**DEHYDRATION**

• Dehydration impairs performance  
• Alcohol is a diuretic, leading to fluid loss  
• Dehydration causes fatigue and muscle cramps

**DRINKING AFTER WORKOUTS**

• Drinking too much alcohol can lead to dehydration  
• Drinking too much alcohol can lead to muscle soreness  
• Drinking too much alcohol can lead to fatigue

**ALCOHOL CAN AFFECT**

• Heart rate  
• Blood pressure  
• Blood sugar  
• Blood alcohol concentration (BAC)

**KNOW THE SCORE**

• 10% of body weight in alcohol is a high score  
• 15% of body weight in alcohol is a very high score  
• 20% of body weight in alcohol is a dangerous score

**WANT TO LEARN MORE?**

• Visit the website for more information  
• Contact your coach or athletic director  
• Contact the NCAA Sport Science Institute

**Best Practice:  
Correct Misperceptions**

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

Break out @ 2:00 pm




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University of Texas  
at Austin



- What's SUPP? Horns UP!
  - Substance Use Prevention Program
  - Collaboration among student-athletes, Behavioral Health & Department of Public Health
  - Social norms and peer education focus

Break out @ 4:10 pm

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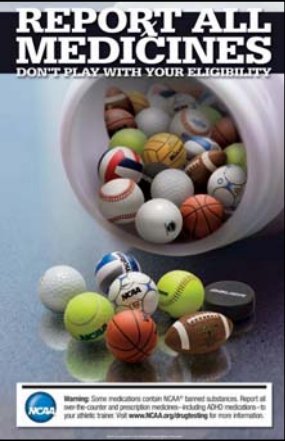
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**NCAA Education Resources**

- CHOICES grant awards
- Health and Safety publications
- Health and Safety posters
- Sports Medicine Handbook

[www.ncaa.org/health-safety](http://www.ncaa.org/health-safety)  
[www.ncaa.org/studentatheteaffairs](http://www.ncaa.org/studentatheteaffairs)  
[www.ncaa.org/mentalhealth](http://www.ncaa.org/mentalhealth)  
[www.ncaa.org/violenceprevention](http://www.ncaa.org/violenceprevention)



**REPORT ALL MEDICINES**  
 DON'T PLAY WITH YOUR ELIGIBILITY  
Warning: Some medications contain NCAA banned substances. Report all over-the-counter and prescription medicines—including ADHD medications—to your athletic trainer. Visit [www.NCAA.org/ReportAll](http://www.NCAA.org/ReportAll) for more information!

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**Drug Free Sport Axis**  
(formerly the Resource Exchange Center/REC)

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.



Break out @ 3:05 pm

**Log into  
Drug Free Sport Axis!**

<https://dfsaxis.com>  
 1-877-202-0769

Password:  
 Ncaa1  
 Ncaa2  
 ncaa3

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**myPlaybook**

Welcome to myPlaybook!

myPlaybook, the Freshman Experience, is an online educational curriculum designed to promote student-athlete well-being through healthy behavioral strategies that address substance use, sexual violence prevention, mental health, time management and other topics. This resource is offered to all NCAA member schools at no cost for their freshman student-athletes during the 2017-2018 academic year. Your institution can register for myPlaybook, The Freshman Experience [here](#).

In addition, we are excited to announce that also for the 2017-18 academic year, there are a number of myPlaybook Sexual Violence Prevention module licenses available at no cost for upper class student-athletes on a first come, first served basis. Please note that this module fulfills the sexual violence educational requirement for student-athletes that was referenced in the recent NCAA Board of Governors' sexual violence policy.

You can register your upper class student-athletes for the myPlaybook Sexual Violence Prevention module by clicking [here](#).

myPlaybook  
highschool

SPORT SCIENCES

NCAA  
Champions  
of Character

Online, evidence-based program to prevent AOD-related harm for student-athletes (SAVE Act compliant)

FREE for first-year students!

<https://athletewellness.uncg.edu> Break out @ 4:10 pm

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**GORDIE'S CALL**




www.gordie.org

Documentary short film

UNIVERSITY of VIRGINIA

Screening @ 7:15 tonight

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St. John's University



- Showed HAZE to all athletics teams
- Followed by discussion with support from athletics administration
- Evaluated their program!

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## Team Meeting Guidelines



### Discuss:

- Which evidence-based programs are you using?
- Are you providing education on alcohol, or just banned drugs?
- Which approaches would be easiest to implement on your campus?

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## Policies

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### 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

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### NCAA Minimum Guidelines for Institutional Alcohol, Tobacco and Other Drug Education

- Review and develop **individual team drug and alcohol policies.**
- Review the **department of athletics'** drug and alcohol policy.
- Review **institutional** drug and alcohol policy.
- Review **NCAA alcohol, tobacco and drug policy** including the tobacco ban, list of banned drug classes and testing protocol.
- Discuss **nutritional supplements** and their inherent risks.
- Allow **time for questions** from student-athletes.
- Review institutional or conference **drug-testing programs** (if applicable).
- Review **conference** drug and alcohol policy.

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### 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

Panel discussion @ 3:05 pm

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### Wilson College



- APPLE team **reviews existing policies annually** and endorses new policies to AD for review.
- Policies written by student-athletes or with **heavy student involvement.**
- SAAC then reviews, provides feedback and approval.
- SAAC distributes policies to teams.

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## 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?

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## Drug Testing

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## 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

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## Drug Testing Best Practices



Ensure **Integrity** of the System:

- ✓ Confidentiality
- ✓ Collection procedures
- ✓ Chain of custody
- ✓ Lab

**Do What's Right**

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## Drug Use Deterrence

- Create culture of trust
- **Shared** responsibility
- Strong **written** policy
- **Comprehensive** education
- Drug testing



Break out @ 2:00 pm

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## 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



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# Sanctioning

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## Sanctioning Guiding Principles

- Sanctions actions are:
  - ✓ Appropriate
  - ✓ Clearly specified
  - ✓ Well-disseminates
  - ✓ Uniformly enforced

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## 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 counselor in review of sanction policies

***Don't abandon the athlete.***

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## Sanctioning Best Practices

- Implement **BASICS** as the recommended sanction for any ATOD policy violation.
- 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!**

Break out @ 3:05 pm

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## Marijuana Sanctioning

- NCAA identifies marijuana as a banned substance in the "illicit drug" class.
- There is **no** "medical exception" waiver available
- NCAA penalty for a positive test:
  - **Half the season for ALL sports** played (1<sup>st</sup> positive test)
  - Full calendar year of eligibility in ALL sports (2<sup>nd</sup> positive test)

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## Referral & Counseling

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## 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

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## 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!**

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## NCAA Sport Science Institute Resources



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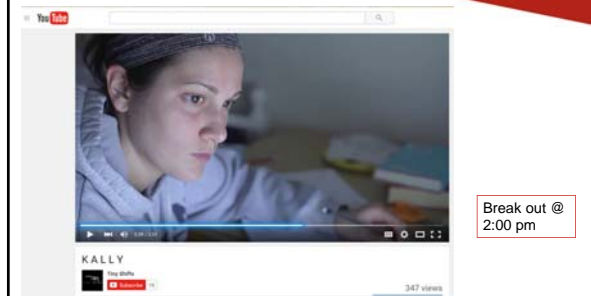
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## University of Michigan: "Tiny Shifts" Videos



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## Referral & Counseling Best Practices

- Involve Coaches:
  - "Coaches Assist" PowerPoint presentation
  - "It Matters" video
  - Institute to Promote Athlete Health and Wellness
  - APPLE website



<https://athletewellness.uncg.edu/>

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## University of California, Los Angeles

- Student-Athlete Mentors & Bruin Athletic Council hosted a Student-Athlete Wellness Fair in the week before finals
- 10-minute health and wellness sessions included:
  - Social Norms and Substance Use in Student-Athletes.
  - Sports and Personal Identity.
  - How is Your Inner Voice Helping or Hurting You.
- Over 100 student-athletes attended!



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## Team Meeting Guidelines



### Discuss:

- What are the **barriers for student-athletes** to get help?
- If you have drug testing, do student-athletes perceive selection to be random?
- Are your sanctions enforced consistently?
- Are you using evidence-based sanctions?
- **Who monitors compliance?**

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## 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 **Action Plan Worksheet**

Review Evidence-Based Best Practices			
Topic	Topic	Topic	Topic
Topic 1	Topic 2	Topic 3	Topic 4
Topic 5	Topic 6	Topic 7	Topic 8

**Saturday Afternoon Team Meeting**  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

1. Discuss the day's meeting and any new ideas or approaches you have learned at APPLE. What actions did you discuss? What did you decide about the meeting? Did you learn about any new ideas or approaches from other schools during the break-out sessions? How could these ideas be implemented at our school?

2. Identify one presentation area for your action plan by re-examining the results of your departmental assessment in light of the meeting and additional insights.  
 Which "slice" of the APPLE should we consider for our focus for the next year?  
 © NorthWest Portland Community School District • 2018

**Worksheet** follows the Admin. Facilitation Guide in your booklet

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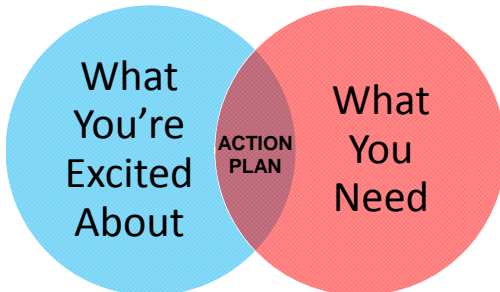
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## Action Planning




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## Easy 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?

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## 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 2019, 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.

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## 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 2018, 50% of freshmen student-athletes who attend a SAM alcohol program will know accurate social norm statistics as measured by pre/post tests.

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## Don't Forget!

- Breakout Sessions – make a team plan
- Informal **“Pop-Up Conversations”** on Sunday morning for Q&A
- Evaluations for this morning are **online!**



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