Importance of Athletics Department

- Projects **values** to college athletes
- Extremely influential in a college athlete’s life

Enabling/Reactive Institution  Proactive Institution
Responsibility

The Athletics Department has a responsibility to student-athletes to provide comprehensive, EVIDENCE-INFORMED interventions.

Be a positive influence for the entire campus.
Individual Protective Factors

Student-Athletes Value

• Team work
• Leadership
• Performance
• Value of sport
• Success!
Student-athletes MUST have a voice in the process.
Athletics Department offers:

- Structure
- Stability
- Empowerment
- History
- Avenue for change

Student-Athletes offer:

- Enthusiasm
- New ideas
- Positive leadership
- Role models
- Desire to help

Use Your Strengths!
Find Common Ground

Student-athletes and administrators all want:

- Academic success
- Healthy relationships
- Leadership opportunities
- Performance opportunities
- Bright future
- Protect institutional reputation
THE APPLE MODEL

- Recruitment
- Expectations & Attitudes
- Drug Testing
- Policies
- Sanctioning
- Referral & Counseling
- Education
APPLE Athletics Department Assessment

• Team Contact completed before the conference

• Assessment tied to each slice’s guiding principles

• Maximum score per slice = 100 points

• If your campus reported no written policy for a slice, you lost 50 points

• Annual policy distribution increased score

• Policies that equally cover ALL students affiliated with the Athletics Department increased score
College AIM (Alcohol Intervention Matrix)

- User-friendly format for selecting evidence-based programs for campus substance abuse prevention.
- Rates ~60 interventions targeting individuals and campus environments for effectiveness and cost.
INEFFECTIVE alcohol programs include:

- Information/knowledge/education *alone*
- Values clarification *alone*
- Skills training on alcohol expectancy by proxy/didactic/discussion *alone*
Recruitment Practices
Recruitment Guiding Principles

- Uniform
- Consistent
- Neither promotes nor condones use
- Recruit behavior is a responsibility of the student host
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
Developed a handout for student-athletes who host overnight recruit visits.

Ideas on appropriate activities for recruiting visits

Important contact numbers
Expectations and Attitudes
Expectations & Attitudes Guiding Principles

• Consistent for all
  ▪ student-athletes
  ▪ cheerleaders
  ▪ student managers
  ▪ student athletic trainers

• Athletics staff adhere to the same standards
Expectations & Attitudes Best Practices

- Orientation messages
- Student-athlete handbook
- Bystander intervention training
- Buddy teams
- Promote existing late-night programming
## Student-Athlete Beliefs About Intervention

<table>
<thead>
<tr>
<th>% Who Agree/Strongly Agree</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>

2013 NCAA National Study of Substance Use Habits of College Student-Athletes
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

www.StepUpProgram.org

Developed by the University of Arizona with support from the NCAA, University of Virginia & BACCHUS Network
Southwestern Oklahoma State University

• Creating student-athlete survey
  o Identify issues of concern
  o Student perceptions/attitudes
• PACK Peer Mentors serve as orientation leaders for student-athletes.
  o Student-athlete orientation designed and implemented by PACK Peer Mentors.
  o Sponsor events throughout the year to promote engagement.
  o A voice for all student-athlete wellness issues
Saturday Morning Team Meeting

- Review the APPLE concept and best practices.
  - College AIM evidence-based approaches for each slice
- Ask students to respond first.
- RESOURCE: Administrator Facilitation Guide
Team Meeting Guidelines

- Discuss:
  - Your **departmental assessment results**
  - What is already in place **at your school**
  - **Areas for improvement**
  - **New ideas to implement**
Education
Education Guiding Principles

- Mandatory
- Specifically tailored to student-athlete needs
- Includes peer education
- Qualified training and supervision
- Staff are well informed on effective prevention
- Evaluation
NCAA on Institutional Drug Education

- Required under NCAA Bylaw 14.1.4.
  - disseminate 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
Best Practice: U.Va.’s Student Athlete Mentor (SAM) Program

- 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
Otterbein University

Implemented a SAM program

• Created a presentation based on content from the APPLE conference
• Scheduled meetings with all 18 varsity teams (nearly all programs completed this fall)
• Plan to present to all head coaches
St. Francis University

- Freshmen required to take 1-credit “student-athlete experience” course including *myPlaybook*
- SAMs mentor incoming freshmen
- Last year, held 7 “SAM Jams” to educate freshman student-athletes on:
  - Getting to know campus resources
  - Drugs & alcohol
  - Social media
  - Diversity
  - Teamwork
  - "De-Stressing" before finals.
- Provide bystander intervention training
Best Practice: Correct Misperceptions

- Marketing campaigns **SPECIFIC** to student-athletes
- Formal team-based presentations
- Large-scale programs with **clickers**
NCAA Education Resources

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

www.ncaa.org/studentathleteaffairs
www.ncaa.org/health-safety
www.ncaa.org/mentalhealth
www.ncaa.org/violenceprevention
• Subscribed to by NCAA
• Staffed by Drug Free Sport
• Provides authoritative info
• Supplements, medications and banned drugs
• 1-877-202-0769

www.drugfreesport.com/rec
Password:
   ncaa1
   ncaa2
   ncaa3
Online, evidence-based program to prevent alcohol & other drug-related harm for student-athletes.

http://myplaybook.drugfreesport.com/

SAVE Act compliant
Shippensburg University

• Showed HAZE to all in the athletics programs
• Followed by a discussion with support from athletics administration.
• 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?
Policies
Policies Guiding Principles

• Guided by federal legislation and NCAA regulations
• Clearly define testing standards, procedures, and sanctions.
• Well-disseminated
• Uniformly enforced
• Regularly reviewed
| 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. |
| View the **NCAA drug-education and drug-testing video.** |
| **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.** |
Policies Best Practices

IF IT’S NOT IN WRITING, IT’S NOT IN EFFECT

- Policies must be department-wide with **significant student input**
- Team rules may be **more** restrictive than departmental polices
  - Team-by-team ONLY policies are not effective
  - Coach-driven policies are not effective
- Address **out of season** behaviors
• 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.
Transylvania University

• Created an annual student-athlete leadership forum to discuss policies and practices.
• Educates student-athletes on newly developed and established policies and practices & promotes camaraderie among the athletics community.
Team Meeting Guidelines

• 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 and
  - To be tested according to campus and NCAA policies/regulations
- **Compliance forms are explained and signed**
- **Campus complies with NCAA drug testing administrative duties**
Drug Testing Best Practices

• Ensure **Integrity** of the System
  • Confidentiality
  • Collection procedures
  • Chain of custody
  • Lab
NCAA Drug Ed/Testing Video

• Orientation
• Team meetings
• Road trips
• Pre-championship meeting

www.ncaa.org/health-and-safety/policy/drug-testing
Drug Use Deterrence

- **Shared** responsibility
- **Strong written** policy
- **Comprehensive** education
- **Drug testing**
• Created as a result of attending APPLE
• Specific and detailed overview of process/penalties
Sanctioning
Sanctioning Guiding Principles

- Sanctions actions are
  - Appropriate,
  - clearly specified,
  - well-disseminated and
  - uniformly enforced.
Sanctioning Best Practices

- Opportunity for education and self-reflection
- Sanctions may vary based on whether the behavior was:
  - planned
  - spontaneous
  - first-time or
  - part of a larger pattern

Don’t abandon the athlete
Sanctioning Best Practices

• Implement **BASICS** as the recommended sanction for any ATOD policy violation.
  • BASICS - Brief Alcohol Screening and Intervention for College Students
  • In-person, personalized, normative feedback on behaviors.
  • Partner with Counseling Center to offer this evidence-based intervention.

• **Refer** to clinicians for assessment

• **Ensure** confidentiality

• **Follow-up**
Referral and Counseling
Referral and 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
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
HELPING SUPPORT STUDENT-ATHLETE MENTAL HEALTH:

A primer for campus stakeholders outside of athletics
Involve coaches

• PowerPoint presentation

• “It Matters” video

www.virginia.edu/gordiecenter/apple
University of Michigan – Tiny Shifts “Kally”
# Help-Seeking

<table>
<thead>
<tr>
<th>Who would you 1st seek out for help/advice/support with the following?</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romantic relationships</td>
<td>Parents (44%)</td>
<td>Parents (33%)</td>
</tr>
<tr>
<td>Loneliness</td>
<td>Parents (52%)</td>
<td>Parents (54%)</td>
</tr>
<tr>
<td>Personal substance abuse</td>
<td>Parents (42%)</td>
<td>Parents (39%)</td>
</tr>
<tr>
<td>Discrimination of self/others</td>
<td>Parents (31%)</td>
<td>Parents (38%)</td>
</tr>
<tr>
<td>Hazing &amp; bullying</td>
<td>Teammate (27%)</td>
<td>Parents (29%)</td>
</tr>
<tr>
<td>Teammate’s romantic relationship</td>
<td>Teammate (64%)</td>
<td>Teammate (71%)</td>
</tr>
<tr>
<td>Friend’s substance abuse</td>
<td>Teammate (37%)</td>
<td>Teammate (33%)</td>
</tr>
<tr>
<td>Teammate’s negative behavior</td>
<td>Teammate (36%)</td>
<td>Coach (41%)</td>
</tr>
</tbody>
</table>

Source: 2013 NCAA National Study of Substance Use Habits of College Student-Athletes
Student Athlete Ambassador Program (SAAP)

- Goal: coordinate resources for student-athletes around sensitive topics.
- Student-athletes may be uncomfortable speaking to their coach or don't know where to go.
- Selected student-athletes to become knowledgeable, confidential resources for other student-athletes.
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?
Saturday afternoon team meeting:
Identify an area of focus for your action plan

• Discuss any new ideas or approaches you have learned
• Decide on a project that relates to ONE slice of the APPLE model
• Begin to detail how you will implement this project using....
  • Action Plan Worksheet
  (follows the Administrator Facilitation Guide)
A-B-C-D-E Method for Goal Setting*

**Audience** - Who is the target population?

**Behavior** - What is the behavior you want to change?

**Condition** - Under what condition will it happen? When?

**Degree** - By how much?

**Evidence** - As measured by...? How do we know?

*Source: Virginia Effective Practices Project*
Example: Measurable Goal

**A** udience: *(who)* freshmen student-athletes

**B** ehavior: *(what)* increase accurate knowledge of drinking norms

**C** ondition: *(when)* after attending SAM alcohol ed. program

**D** egree: *(how much)* 50% will know true drinking norms

**E** vidence: *(how do you know)* pre/post 5-item survey using clickers

By October 2016, 50% of freshmen student-athletes who attend a SAM alcohol program will know accurate social norm statistics as measured by pre/post tests.
Example: Measurable Goal

**A** udience: (who) student-athletes

**B** ehavior: (what) reduce alcohol use quantity and/or frequency

**C** ondition: (when) after implementing a social norms campaign

**D** egree: (how much) 10% reduction in Q/F of alcohol use

**E** vidence: (how do you know) pre/post test using Core Survey

By April 2017, as a result of a social norms marketing campaign, student-athletes will reduce how much alcohol they drink by 10% as measured by pre- and post-tests using the Core Campus Survey of Alcohol and other Drug Norms.
Conference schedule

• Educational sessions – make a team plan
• Lunch by role – get out of your teams!
  • Student and administrator tables
• *Informal* team reporting session on Sunday morning by NCAA division