The Holistic Development of Student-Athletes at Otterbein University

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The Holistic Development of Student-Athletes at Otterbein University

Bryant McKnight
Goals

1. Create a curriculum to better equip coaches, especially graduate assistants (GA), to successfully recruit student athletes.
2. Improvement of the Student-Athlete (S-A) Mentorship Program
3. Create knowledge for increasing scholarship opportunities
4. Explore college athletics outside of Otterbein University.
5. Develop a healthy living program for coaches at Otterbein University.
Recruiting

Any solicitation of prospective student-athletes or their parents by an institutional staff member or by a representative of the institution’s athletics interests for the purpose of securing a prospective student-athlete’s enrollment and ultimate participation in the institution’s intercollegiate athletics program (NCAA, 2018)
Recruiting

My Experience
Literature on Recruiting

- Survey shows that Division I athletes had **six factors** that helped them decide which school to choose during recruitment process: 1. Major 2. Head Coach 3. Career Opportunities after graduation 4. Social Atmosphere of the team 5. Amount of Financial Scholarship 6. Academic program reputation. (Kankey, 2007)
- Study which looked at difference among **Division I, II and III Lacrosse players** in which schools they choose. Biggest factors were: Scholarship, athletic team, team atmosphere, academic major and Location (Pauline, 2010).
- **Location and proximity to home** were the biggest factors in a study conducted amongst Division I football players (Dumond et al., 2008).
- Research done in 2012 suggests that **opportunity to play immediately, scholarships given and professional opportunities** after college were bigger deciding factors than facilities (Schneider, 2012).
## NCAA GOALS

**Growth, Opportunity, Aspirations and Learning of Students in College**

Every 5 Years

Topics such as:
- Academic, Athletic & Social Experience
- Recruitment & Health and Well-Being

### How Much Did Each Factor Contribute to SA’s Decision to Attend This College?

(\(\%\) Responding Agree or Strongly Agree)

<table>
<thead>
<tr>
<th>Division</th>
<th>Academics</th>
<th>Athletics</th>
<th>Proximity to Home</th>
<th>Social Scene</th>
<th>Expectations of Others</th>
<th>Presence of Coach</th>
<th>Athletic Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>71%</td>
<td>86%</td>
<td>53%</td>
<td>36%</td>
<td>44%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Division II</td>
<td>67%</td>
<td>87%</td>
<td>56%</td>
<td>35%</td>
<td>43%</td>
<td>43%</td>
<td>44%</td>
</tr>
<tr>
<td>Division III</td>
<td>79%</td>
<td>80%</td>
<td>56%</td>
<td>37%</td>
<td>46%</td>
<td>38%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Notes:** Endorsement of top two scale points on a 6-point scale.
Who is Extremely Important in SA’s Decision to Attend Current College?

- Most SA’s (>70%) rate parents as extremely important. High in WBB (80% across division).

- Teachers / guidance counselors (>25%) and HS coaches (40%) most important among football players.

- Outside coaches important among M/W basketball and baseball players (30-45%).
Recruiting

• "Recruiting is critical for any Division III athletics program. And recruiting student-athletes is critical for any Division III institution." (NCAA, 2018)

• **Approximately 20-30% of students** at Division III Institutions are student-athletes (NCAA, 2018)

• A 2013 survey showed that recruiting has increased as a key component of enrollment strategies, **61% in 2008 to 71% in 2013** (NCAA, 2018)

• There are approximately 8,000 NCAA Division III teams, representing some 60,000 student athletes, with 2 out of 3 student-athletes being actively recruited to their institution. The other 1/3 of athletes where recruited after being enrolled in the university.
Recruiting

Goals:
1. Create curriculum to help coaches, especially GA's recruit better
2. Create knowledge of increasing scholarship opportunities
3. Explore universities outside of Otterbein.
Recruiting

A. Awareness for Scholarship Opportunities
B. Interviews with coaches to discuss best practices and how they utilize GA's
C. Tool Box
A. Awareness for Scholarship Opportunities

1. What Scholarships are available to student-athletes?
   a) Opportunity Scholarship
   b) Urban Initiative Scholarship
2. How can we utilize these more on the recruiting trail?
3. How do we make Information available to coaches/administrators/prospective student-athletes?
THE OPPORTUNITY SCHOLARSHIP
A FULL-NEED TUITION SCHOLARSHIP FOR PELL GRANT ELIGIBLE STUDENTS

The Opportunity Scholarship covers the direct cost of tuition up to the student’s full need as determined by the Free Application for Federal Student Aid (FAFSA), after all federal and state aid, including the Federal Stafford loan, has been applied. The Opportunity Scholarship does not cover books, or room and board.

WHAT DOES THAT MEAN FOR YOU?

Your out-of-pocket expense, for tuition equals your EFC.

SO, EFC = no out-of-pocket expense for tuition
      $100 EFC = $100 out-of-pocket, and so on.

WHO QUALIFIES?

• New freshmen or transfer students beginning Fall 2019 or later.
• Must be Pell grant eligible.
• File the FAFSA by February 15.
• Must be an Ohio resident.
• Students must enroll full-time.

WHAT ELSE DO I NEED TO KNOW?

• Renewable for up to 8 semesters or first degree by maintaining 2.75 GPA.
• Must file FAFSA each year and remain Pell grant eligible.

CENTRAL OHIO URBAN DISTRICTS INITIATIVE

ENHANCED NEED-BASED AID FOR FAMILIES OF COLUMBUS CITY SCHOOL STUDENTS

The goal of the Central Ohio Urban Districts Initiative is to make it possible for academically qualified Columbus City School students to attend Otterbein through a combination of federal aid, Otterbein grants and scholarships, and limited family contributions. This program is designed to keep your family’s borrowing at a minimum.

How do I become eligible for the Central Ohio Urban Districts Initiative?

In addition to applying before the 15th of December and being accepted to Otterbein, students must submit the FAFSA (Federal Application for Federal Student Aid) by the priority date each year to be eligible for need-based aid.

FAFSA Priority Filing Date = February 15
Otterbein FAFSA College Code = 003110

What are the academic requirements?

Students enrolled in Columbus City Schools with academic profiles similar and higher than those below (if admitted) will be eligible for enhanced need-based aid.

What does a sample enhanced need-based financial aid package look like?

Aid packages will vary with the student’s expected family contribution (EFC) and academic merit. For example, the chart on the right represents average out-of-pocket expenses for each EFC category. As family income rises, Otterbein aid will be adjusted accordingly. The goal of this aid program is to reduce expectations of family contribution and student borrowing to manageable levels.

"I Know I Can" Founders’ Full Tuition Scholarship

Students qualifying for the Central Ohio Urban Districts Initiative may also be eligible to compete for a full tuition Founders’ Scholarship in partnership with "I Know I Can". For requirements of the President’s Scholarship go to: https://knowican.org/find(founders-scholarship)

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Average out-of-pocket expenses, after state, federal and Otterbein aid (scholarships, grants and low-interest federal loans) by family income:

<table>
<thead>
<tr>
<th>Family Income</th>
<th>Commuter</th>
<th>On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;$20,000</td>
<td>$0</td>
<td>$5,690</td>
</tr>
<tr>
<td>$20,000-$40,000</td>
<td>$0</td>
<td>$6,360</td>
</tr>
<tr>
<td>$40,000-$60,000</td>
<td>$0</td>
<td>$6,732</td>
</tr>
<tr>
<td>$60,000-$80,000</td>
<td>500</td>
<td>$10,200</td>
</tr>
<tr>
<td>$80,000-$100,000</td>
<td>4,265</td>
<td>$15,223</td>
</tr>
<tr>
<td>&gt;$100,000</td>
<td>8,200</td>
<td>$19,240</td>
</tr>
</tbody>
</table>

Otterbein has made my education possible through scholarships and grants. Throughout my career there have been several resources on campus that have made it possible for me to afford required materials.

-TAREN BOONE, ’19, CCS

QUESTIONS? CONTACT: Lydie Dorelien, Coordinator of Urban Districts Initiative / Admission Counselor
text/call 614.412.5409 • ldorelien@otterbein.edu
B. Coaches Interviews

• Interviewed 13 of 15 varsity head coaches, had email communications with remaining 2.
• Learned their best practices, what they did well in recruiting, what they felt could improve and talked about things they felt they need to be successful.
• GA curriculum, no long applicable because of findings of GA's responsibilities in recruiting. GA Seminar.
C. Recruiting Toolbox

- Dawn wanted to give the coaches what they need in one centralized location.
- Talked with coaches on what they felt they needed.
- Brought idea back up in staff meeting, before finalizing tool box.
Coaches Roundtable

Met with entire Athletic Department at quarterly Coaches Roundtable

• Discussed best practices as discussed with each coach in our individual meetings
• Had the opportunity to bring clarity to some coaches by instructing on official vs non-official visits
• Talked about Tool Box and what coaches would like in it
• Certain coaches, who excelled in certain aspects of recruiting, were asked to present. Had coaches talk about first visits, incorporating new buildings on campus, campus tours and the transfer portal
  • Finally had an open discussion where coaches were given the opportunity to talk openly about ideas and best practices presented
• Resolved to meet again with Tool Box complete with requests by coaches included.
Final Tool Box

Academic Facility Images
- April 9

Athletic Facility Images
- April 9

Health and Sport Science Images
- March 28

Logos
- April 9

Sample Graphics (Football)
- April 9

2018 Employers Stats for...
- March 28

NCAA Athletics Recruiting...
- April 9

Otterbein Mentorship Recruit ...
- April 9

Recruiting College Athlete ...
- April 9

Signing Form.docx
- March 28

Social Media Survey Results
- April 9

Temporary Parking Per...
- March 28

OTTERBEIN UNIVERSITY
GA Seminar

**Admissions:** (30 Minutes)
- Talk about Common App and go over FAQ’s of application process,
- What are most common mistakes when applying?
- How to answer recruits' questions without referring them to admissions.
- Explain baseline GPA/Test scores for admittance. Mock Application?
- Explain Otterbein’s most commonly applied majors and how those differ.

**Financial Aid:** (20-30 Minutes)
- Explain how students are packaged.
- Explain timelines of when a package can be expected in accordance to acceptance date, how can we relay this information to parents.
- How to use financial aid estimator. Best way to explain to parents and recruits how to use it.
- Explain scholarships: what do students get, how to qualify for scholarships.
- How does appeal process work, how to go about it?

**Center for Career and Professional Development (Ryan Brechbill):** (10-15 Minutes)
- Talk about resources Otterbein provides to students to help them be successful after graduation.

**President Comerford:** (10 Minutes)
- What is his vision for the University? What does he think we should be selling about Otterbein?
- Where does Athletics fit in with the vision of our University

**Mentorship Program (Brandon):** (10 Minutes)
- Talk about athlete mentorship program and how we can sell this to recruits.
GA Sport Specific Handbook

- Initially goal was to make a **curriculum** to prepare GA's for all that would be expected of them in terms of recruiting.
- Quickly found out during interviews that **every program is so uniquely different**. The difference make it so that the head coach assigns their GA's to do very different tasks when it comes to recruiting.
- One program did have a system in place in which their past GA's would add to a handbook that was passed down to future Graduate Assistants.
  - Expressed this idea to coaches at Roundtable as a practice they should adopt. The past GA's know better than anyone what was difficult and what they wish somebody would've taught them their first time around.
What are other universities doing?

Masters' thesis looking exploring recruiting, examined Ohio Northern

Findings

• Coaches at ONU found it **hard to recruit in season**. Don't have the same support staff as bigger schools and are left to recruit in season.

• Coaches were down the middle on whether they **felt not having scholarships to award made it difficult**. Do more seasoned coaches have ways of working around this?

• **Use their facilities as a selling point**, contrary to data showing facilities may not be the biggest factor.

• **Lack of funding** was also a big drawback. Limits what coaches can do when it comes to recruiting.

• **Geographical location** was something coaches felt held them back in recruiting. Ada, Ohio was a tough sell to Student-Athletes.
  
  a) One Coach went on to say they lost one of the top recruits in their sport to Ohio State due to location
Recruiting

Goals:
1. Create curriculum to help coaches, especially GA's recruit better
2. Create knowledge of increasing scholarship opportunities
3. Explore universities outside of Otterbein.
Mental Health

My Experience
Literature on Mental Health

• Research shows that student-athletes need to know where to go to receive help. Once they are aware of their resources, they are more likely to access and see improvement (Van Raalte, 2015).

• Almost half of college-aged individuals had a psychiatric disorder in the past year. The overall rate of psychiatric disorders was not different between college-attending individuals and their non–college-attending peers (Blanco et al., 2008)

  • Study done with Division I S-As showed that up to 23% of S-As exhibit depressive symptoms with nearly 7% exhibiting moderate to severe depressive symptoms (Wolanin et al., 2016)
### Mental Health

#### Division III – Median Hours Spent Per Week on Academic Activities In-Season (2015 SA Self-Report)

<table>
<thead>
<tr>
<th>Men's Sports</th>
<th>Hours / Week</th>
<th>Women's Sports</th>
<th>Hours / Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track &amp; Field</td>
<td>47</td>
<td>Rowing</td>
<td>48</td>
</tr>
<tr>
<td>Swimming &amp; Diving</td>
<td>41</td>
<td>Swimming &amp; Diving</td>
<td>46</td>
</tr>
<tr>
<td>Soccer</td>
<td>41</td>
<td>Ice Hockey</td>
<td>46</td>
</tr>
<tr>
<td>Tennis</td>
<td>40</td>
<td>Soccer</td>
<td>45</td>
</tr>
<tr>
<td>Wrestling</td>
<td>39</td>
<td>Track &amp; Field</td>
<td>45</td>
</tr>
<tr>
<td>Football</td>
<td>38</td>
<td>Field Hockey</td>
<td>44</td>
</tr>
<tr>
<td>Golf</td>
<td>38</td>
<td>Softball</td>
<td>44</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>37</td>
<td>Basketball</td>
<td>44</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>37</td>
<td>Volleyball</td>
<td>44</td>
</tr>
<tr>
<td>Basketball</td>
<td>37</td>
<td>Tennis</td>
<td>44</td>
</tr>
<tr>
<td>Baseball</td>
<td>36</td>
<td>Golf</td>
<td>43</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>37</td>
<td>Lacrosse</td>
<td>43</td>
</tr>
</tbody>
</table>

#### Division III – Median Hours Spent Per Week on Athletic Activities In-Season (2015 SA Self-Report)

<table>
<thead>
<tr>
<th>Men's Sports</th>
<th>Athletic Hours</th>
<th>Women's Sports</th>
<th>Athletic Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>34</td>
<td>Ice Hockey</td>
<td>33</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>34</td>
<td>Softball</td>
<td>32</td>
</tr>
<tr>
<td>Football</td>
<td>31</td>
<td>Basketball</td>
<td>29</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>30</td>
<td>Rowing</td>
<td>29</td>
</tr>
<tr>
<td>Golf</td>
<td>30</td>
<td>Volleyball</td>
<td>29</td>
</tr>
<tr>
<td>Basketball</td>
<td>29</td>
<td>Swimming &amp; Diving</td>
<td>28</td>
</tr>
<tr>
<td>Soccer</td>
<td>27</td>
<td>Field Hockey</td>
<td>27</td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>27</td>
<td>Lacrosse</td>
<td>27</td>
</tr>
<tr>
<td>Wrestling</td>
<td>27</td>
<td>Soccer</td>
<td>27</td>
</tr>
<tr>
<td>Swimming &amp; Diving</td>
<td>25</td>
<td>Track &amp; Field</td>
<td>27</td>
</tr>
<tr>
<td>Tennis</td>
<td>24</td>
<td>Golf</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tennis</td>
<td>24</td>
</tr>
</tbody>
</table>
**National Comparison Data on Days of Restful Sleep**

<table>
<thead>
<tr>
<th>Days of Restful Sleep</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>4-5</td>
<td>31%</td>
<td>33%</td>
</tr>
<tr>
<td>6-7</td>
<td>17%</td>
<td>12%</td>
</tr>
</tbody>
</table>


**Students Generally Are Entering College Feeling More Overwhelmed Than Ever**

35% were frequently overwhelmed by all that they had to do as high-school seniors, women more so than men

Data source: CIRP Freshman Survey 2014 (Higher Education Research Institute) www.heri.ucla.edu
Mental Health

In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?
(% Responding Very Often or Fairly Often)

<table>
<thead>
<tr>
<th>Sport</th>
<th>Division I</th>
<th>Division II</th>
<th>Division III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>29%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>35%</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>Men’s Football FBS</td>
<td>34%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>Men’s Football FCS</td>
<td>25%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>30%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Women’s Other</td>
<td>30%</td>
<td>34%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Note: Endorsement of top two scale points on a 6-point scale.

Up 5% or more from 2010

Summary of Findings

Mental Health

- College campuses have generally seen an increase in the number of students experiencing mental health issues such as anxiety and depression. The 2015 GOALS data highlights similar concerns among student-athletes, with about 30% self-reporting that they have been intractably overwhelmed during the past month (increases noted across each division versus the 2010 GOALS study).
- Approximately one-third of student-athletes (higher in Division I and in certain sports like football; lower in Division III) noted struggling to find energy for other tasks because of the physical demands of their sport. Nearly one-quarter (same divisional and sport pattern as noted above) reported being exhausted from the mental demands of their sport.
- 73% of student-athletes believe that their coach cares about their mental well-being. This figure is slightly higher in Division III and lower in some sports (e.g., 55% in Division I women’s basketball). Although many student-athletes say they would feel comfortable talking to coaches about mental health issues, such comfort is much lower among women.
- About 40% of student-athletes who sought help for a mental health issue reported high levels of satisfaction with the care they received from team or college personnel.
Kally Fayhee missed the 2008 Olympic Trials by .02 seconds.

In 2012, she missed it by .01 seconds.

It was her senior year at the University of Michigan.
Mental Health

• Meeting with **Julie Saker** to discuss what are resources for S-As.
  • Athletes present **unique issue** because they will talk to coaches/peers but rarely to other professionals
  • **Counseling Center** is a great resource
  • Best **support system** is whoever the S-A feel comfortable with
  • Need **campaigns** at the beginning of the year to raise awareness for issues.
Mental Health

Meeting with Denise Shively and Students

• Desire was to **make a video** like the NCAA that highlighted athletes struggles with mental health issues.

• **How do we find** S-As willing to tell their stories?

• Students in communications class who were working with **Active Minds** a student run organization on campus focused on decreasing the stigma of mental health issues.

**Memo from Dawn** asking coaches to be aware of S-As who would be willing to share their story

• Did not hear back from any coaches

• Unable to complete filming process in time frame

• **How can we raise awareness?**
Mental Health

Meeting with Chuck Goodwin, head athletic trainer

- **What is standard protocol** for assessing athlete's mental health status upon arrival at Otterbein?
- What are we doing for **athletes who have shown to be more at risk**?
- Issues that can be caused because of **confidentiality**.
- Desire of athletic training staff to better assess and treat student-athletes who struggle with their mental health.

---

**GAD-7**

Generalized Anxiety Disorder 7-item (GAD-7) scale

<table>
<thead>
<tr>
<th>Over the past 2 weeks, how often have you been bothered by the following problems?</th>
<th>Not at all</th>
<th>Seldom (1-2 days)</th>
<th>Over half the days</th>
<th>Nearly every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feeling nervous, anxious, or on edge</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Not being able to stop or control worrying</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Worrying too much about different things</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Trouble relaxing</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Being so restless that it's hard to sit still</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Becoming easily annoyed or irritable</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Feeling afraid as if something awful might happen</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Add the score for each column:

<table>
<thead>
<tr>
<th>Total Score (add your column scores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
</tr>
</tbody>
</table>


---

**PHQ-9**

Patient Health Questionnaire (PHQ-9)

NAME: ___________________

Over the last 2 weeks, how often have you been bothered by any of the following problems? (use "✓" to indicate your answer)

1. Little interest or pleasure in doing things
2. Feeling down, depressed, or hopeless
3. Trouble falling or staying asleep, or sleeping too much
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself— or that you are a failure or have let yourself or your family down
7. Trouble concentrating on things, such as reading the newspaper or watching television
8. Moving or speaking so slowly that other people could have noticed. Or the opposite—being so fidgety or restless that you have been moving around a lot more than usual
9. Thoughts that you would be better off dead, or of hurting yourself

If you checked off any problems, how difficult have these made it for you to do your work, take care of things at home, or get along with other people?

- Not difficult at all
- Somewhat difficult
- Very difficult
- Extremely difficult

TOTAL: ____________
Athletes Connected

• Brief, engaging videos to reduce stigma, encourage help-seeking and promote coping skills;
• Informational presentations for all coaches and athletes; and
• Informal, drop-in support groups offered on a bi-weekly basis, designed to specifically address the unique concerns of student athletes.
Mental Health

Videos were shown to every U-M coach and athletic team as part of a presentation focusing on:

- **How to recognize** the signs and symptoms of depressive illnesses;
- **Strategies** for prevention, self-care, and help-seeking;
- **How to support teammates** who may be struggling;
- **Information** on theAthletes Connected support groups and other campus mental health resources.

After viewing the videos **99%** of athletes responded the material was engaging and relevant to themselves and other S-As.

**96%** of S-As reported they were likely to use the information.

Athletes Connected
Mental Health

Voluntary Support Groups

92% of student athlete attendees reported that they expect to apply the lessons or coping skills that they learned during the groups

Quotes

• “Everyone can have difficulties, and mental illnesses can be similar to physical ailments.”
• “I learned that my sport doesn’t define who I am.”
• “Just learning to share and talk about things that were upsetting me was a big thing that I took away from the group.”
Mental Health

Meeting with Dr. Kathleen Ryan of Otterbein Counseling Center

- Work in **small groups** can be very powerful
- **Athletes talk with other athletes** about their problems
- Would **love to get** Counseling Center involved in Programming for Student-Athletes since very few Student-Athletes frequent the Counseling Center

**Fall Programming 2019**

- 6-week program where players come to talk about predisussed issues
- Issues will be decided before hand after deciding what students need.
- 1 Hr – 1:15 Hr sessions
- Topics range from: How to manage stress, Communication with Faculty, recovering from break-ups and how to cope with change.
Mental Health

Conversation with Emily Klueh: Program Director of Athletes Connected

- **Meet with SAAC** to be able hear from student-athletes **what issues are pressing** on Otterbein Campus.
- **Help with perception/stigma** by helping student-athletes understand they won't be viewed as weak or lose playing time by talking about their mental health.
- **Lime Green** bandana's or wristbands to raise awareness for Mental Health
Summary of Best Practices

1. Ensure that mental health care is provided by licensed practitioners qualified to provide mental health services.
2. Clarify and disseminate protocols for both emergency and routine referrals.
3. Consider mental health screening in pre-participation evaluation.
4. Create and maintain a health-promoting environment that supports mental well-being and resilience.
Mental Health

Going Forward

• Raise awareness for Counseling Center by having introductory meeting with Dr Ryan and S-A's at beginning of Academic year.
• Change way we evaluate players through NCAA recommended evaluations
• Small Group Programming
• Get involved with Active Minds to help break the stigma of Mental Health
• Awareness campaign through bandanas and wristbands
• Incorporate SAAC and FAR representatives to help incorporate ideas.
• Cardy Cares Campaign
  • Evaluate reporting procedures
  • Evaluate Emergency protocols for coaches
  • Informational meetings with Athletic Staff
What I Learned

Recruiting
• Every program recruits differently, GA’s need seminar and not necessarily a curriculum to better prepare them.
• Always will have challenges due to funding, how does your program make up for it.
• Research shows recruits appreciate location and personal relationships over facilities.

Mental Health
• Awareness is key: S-As must know where Counseling Center and other resources are.
• Coaches must understand signs of players struggling with mental health and know what to do.
• Students know what students need, involve student-athletes in the planning of programming.
References


