

The Role of Campus Culture as it Relates to Student-Athlete Mental Health

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Session Information:

- 1. Please sit at a table with at least six people.*
- 2. Sit with someone new (different division, years of FAR experience, etc.).*
- 3. Collect your table's contact information: Name, University, Email, Cell, Social Media*

4. Health-Promoting Environments that Support Mental Well-Being and Resilience

- The primary athletics health care providers and the licensed practitioners who are qualified to provide mental health services to student-athletes meet on an annual basis and develop strategies for educating student-athletes about institutional procedures for mental health referrals and management.
- All SAAC representatives and student-athletes receive information on an annual basis about:
 - Signs and symptoms of mental health disorders and how to obtain mental health guidance from the primary athletics health care providers (athletic trainers and team physicians) and licensed practitioners who are qualified to provide mental health services.
 - Programming about preventing and responding to sexual assault, interpersonal violence and hazing.
 - Programming about peer intervention in the event of teammate mental health distress.
- All coaches and faculty athletics representatives receive information on an annual basis about:
 - Programming to support appropriate first response to emergency situations.
 - Signs and symptoms of mental health disorders.
 - The importance of, and how to, create a positive team culture that promotes personal growth, autonomy and positive relations with others.
 - Information about sexual assault, interpersonal violence and hazing.
 - How to encourage and support team members who are facing mental health challenges to seek appropriate management and referrals from the primary athletics health care providers (athletic trainers and team physicians) and licensed practitioners who are qualified to provide mental health services.
 - The specific referral process that coaches should follow if they are concerned about a student-athlete's mental health.
 - The importance of understanding and helping to minimize the possible tension that can exist in student-athletes about adverse consequences for seeking mental health care.

Responsibility of the FAR Regarding Student-Athlete Mental Health

- **Interdepartmental campus relationships**

- Recognize that each institution has a unique makeup of individuals & resources
- Conduct needs assessment to identify gaps
- Primary focus on building relationships, trust and rapport
- Develop comprehensive plans of action for support throughout entire college experience

- **Campus relationships with community organizations**

- Provides on campus and off campus resource options
- Options must be readily available for student-athletes to access
- Helps fill in the gaps found in interdepartmental assessment

Concerns of Student-Athletes on Campus

- ***Might be afraid to ask for help and/or concerned about stigmas***
 - Afraid to lose scholarships, lose playing time, perceptions of others, athletic identity
- ***Might not know who to speak to or unsure of where to go for care***
 - Not all student-athletes are aware of FARs, Wellness Center resources, advocates on campus, etc.
- ***Might not understand the importance of proactive mental health resources***
- ***Appropriate ratio of counselors to student-athletes on campus***
 - Counselor burnout, resource availability and staffing demands
 - Are counselors for the entire student body or only for student-athletes?
- ***Staff representative of student body makeup***
 - Many student-athletes might not see themselves represented on campus
 - Looking for role models and safe spaces of support
- ***Building campus culture***
 - Student-athlete support centers, increasing visibility and providing holistic support

Mental Health Statistics

Mental health diagnoses rising among college students - 50% increase over past 10 - 15 years

Stressors magnified for student - athletes

- Meet high academic standards

- Complex social dynamics - coaches, teammates, athletic staff

- Pressure to perform at high levels

20% of student - athletes report anxiety as impediment to academic achievement

- 77.2% do not receive professional attention

Edwards and Froehle, Journal of Athletic Training, 2023

Mental Health Statistics

Gender, race/ethnicity, and sexual orientation are large factors in reporting anxiety symptoms

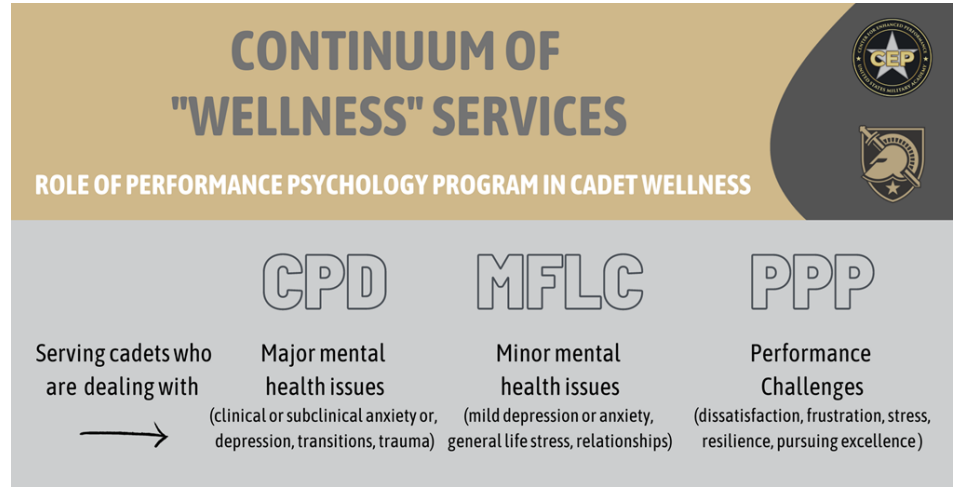
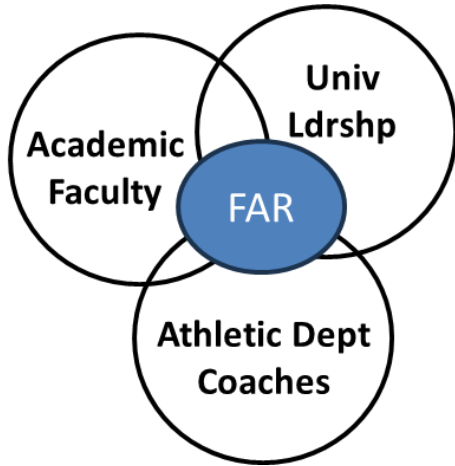
History of mental health treatment serves as an important predictor of risk for anxiety and need for treatment

In the last year, 24,645 student - athletes reporting overwhelming anxiety, 77.1% reported neither a diagnosis nor treatment for any anxiety disorders

Edwards and Froehle, Journal of Athletic Training, 2023

Different Perspectives of Engagement: Division I

People - Process - Communication



Potential gap at “front line” - *Mental Health First Aid*



Different Perspectives of Engagement: Division I

People - Process - Communication

COURSE LIST > SECTION MNGT > SECTION ROSTER

CE495 I1 11 Section Roster TRANSPORTATION ENGINEERING AYT 2024-1

NAME	GY	CO	ID	EMAIL	MAJOR	ES	REQUISITES	MEDICAL	DATE	TIME	AVERAGE	GRADE	ALERTS
	2024	D4	C68014951	Email	CVN2				11/07/2023	04:34	95.50	A	View/Add Alert
	2024	E4	C27182446	Email	CVN2				11/07/2023	04:34	97.71	A+	View/Add Alert
	2024	D4	C28921073	Email	CVN2				11/07/2023	04:34	98.19	A+	View/Add Alert

Concussions

- Will appear in Medical Alerts (generic)
- Recommendations
 1. CEP's Return to Learn
 2. Article from *Journal of Athletic Training*

Form for creating a new alert for a cadet type in your alert list.

Maximum number of characters is 1000. Current character count: 0

Alert Reason: Choose reason (Medium: Requires a response within 2-5 days. Major: excellent with significant injury. Instructor of CE495)

Alert Priority: (Medium)

Relationship: (Instructor of CE495)

Maximum number of characters is 100. Current character count: 20

Create Alert

Choose reason

ATTITUDE: Unprofessional t
EFFORT: Student shows lac
HEALTH-M: Mental Health I
HEALTH-P: Physical Health I
HEALTH-S: Social-Well Bein
IT: Technology Difficulties: Re
OTHER: Provide details in re

High: Requires a response within 24 hours. Critical In
Medium: Requires a response within 2-5 days. Major
Low: Requires a response within 1 week. Minor Incid



Supporting the Student-Athlete's Return to the Classroom After a Sport-Related Concussion

Neal McGrath, PhD

Sports Concussion News England, Bourneville, MA

Objective: This article provides a framework for school athletic trainers to use in strategic planning about the health and academic needs of student-athletes presenting with concussions.

Background: Management of sport-related concussions has been an area of growing concern for school athletic trainers and administrators due to the increasing number of reported incidents.

Keywords: Sports-related concussions, return-to-learn, return-to-classroom, academic accommodations, student-athlete.

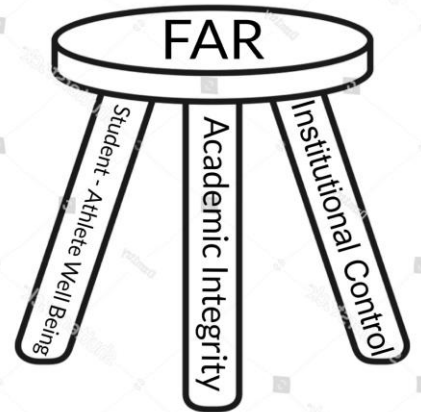
Return to Learn (RTL)

Healthy tips, strategies and resources to support your recovery as you transition back into the classroom after a concussion.

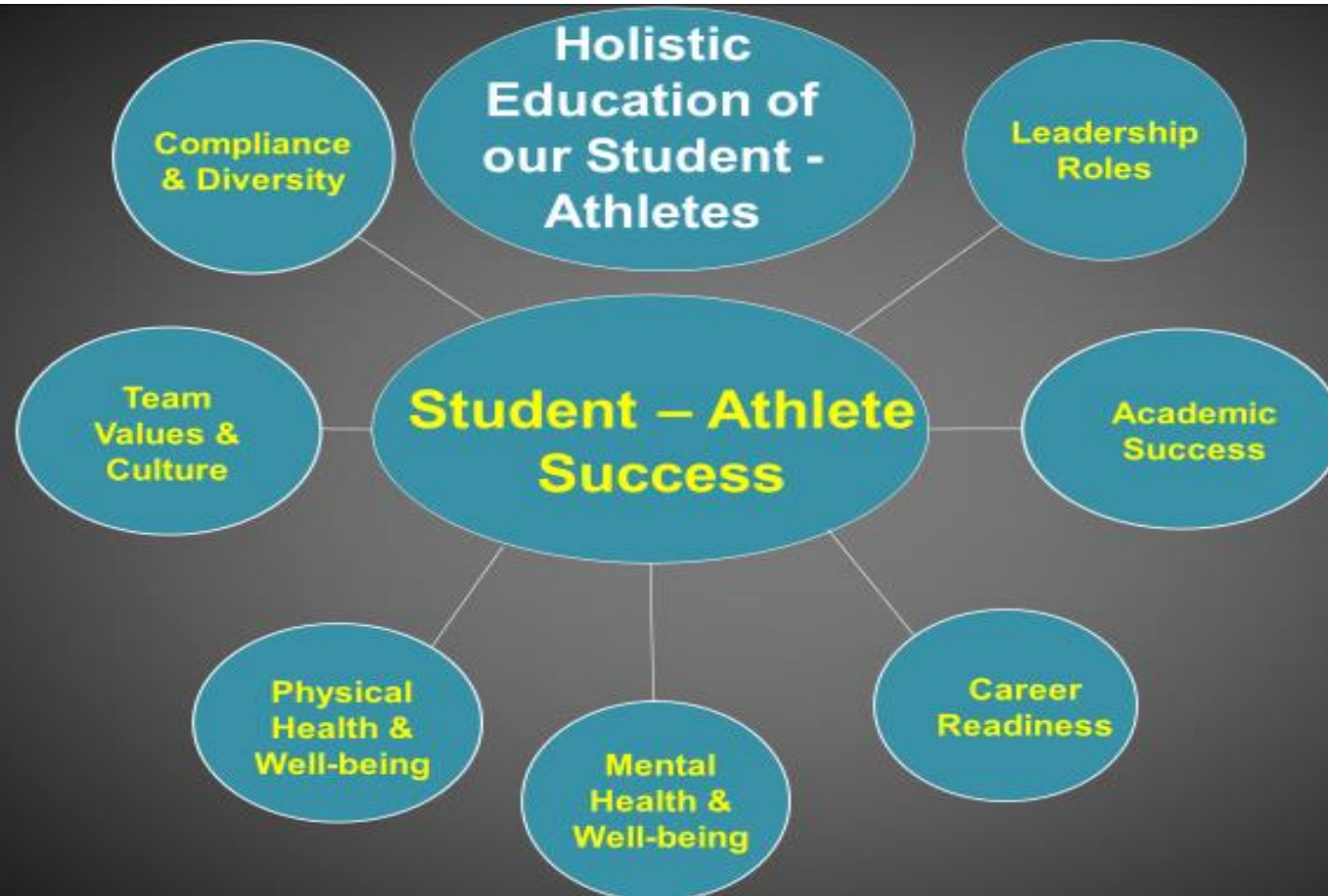
CEP

Different Perspectives of Engagement: Division II

- ***Do what you can, where you are, with what you have - You are a leader on your campus, not a box to be checked. This information is a large component of an FARs responsibility as it relates to student - athlete well - being.***
- Resources available?
 - Staff - Counselors, Athletic Trainers
 - Money
 - Time
- Relationships on campus
 - What does that look like?



Different Perspectives of Engagement: Division II



Different Perspectives of Engagement: Division III

Campus level:

- Are departments on campus aware of the unique needs of student-athletes?
- Does the Athletics department have strong relationships with other departments?
- How can these relationships be built?
- How can these relationships reduce stigmas and barriers for student-athletes seeking help?
- What programs currently exist?

Community Level

- How are student-athletes directed to these resources?
- What is the ease of the process?
- Are services offered at times specific for student-athletes and based on their schedules?

The Mindful Athlete Program

A holistic approach to enhancing mind-body modalities for student-athletes incorporating yoga, education and self-reflective activities



PROF Academy Student-Athlete Transition Program



SWOT ANALYSIS

STRENGTHS

What does your University do that you believe is a strength(s) regarding student-athlete mental health?

WEAKNESSES

Where can your University do better? What recommendation(s) can you make regarding how to improve?

OPPORTUNITIES

Where are the opportunities to turn a Weakness into a Strength? What could be your recommendation(s)?

THREATS

What are your challenges in advocating for improvements and how can you lead the effort to overcome these threats?