

Otterbein University

## Digital Commons @ Otterbein

---

Masters Theses/Capstone Projects

Student Research & Creative Work

---

4-27-2019

# The Holistic Development of Student-Athletes at Otterbein University

Timothy Bryant McKnight  
Otterbein University, mckni272@gmail.com

Follow this and additional works at: [https://digitalcommons.otterbein.edu/stu\\_master](https://digitalcommons.otterbein.edu/stu_master)



Part of the [Mental and Social Health Commons](#), [Sports Sciences Commons](#), and the [Sports Studies Commons](#)

---

### Recommended Citation

McKnight, Timothy Bryant, "The Holistic Development of Student-Athletes at Otterbein University" (2019). *Masters Theses/Capstone Projects*. 36.  
[https://digitalcommons.otterbein.edu/stu\\_master/36](https://digitalcommons.otterbein.edu/stu_master/36)

This Project is brought to you for free and open access by the Student Research & Creative Work at Digital Commons @ Otterbein. It has been accepted for inclusion in Masters Theses/Capstone Projects by an authorized administrator of Digital Commons @ Otterbein. For more information, please contact [digitalcommons07@otterbein.edu](mailto:digitalcommons07@otterbein.edu).



# The Holistic Development of Student-Athletes at Otterbein University

Bryant McKnight

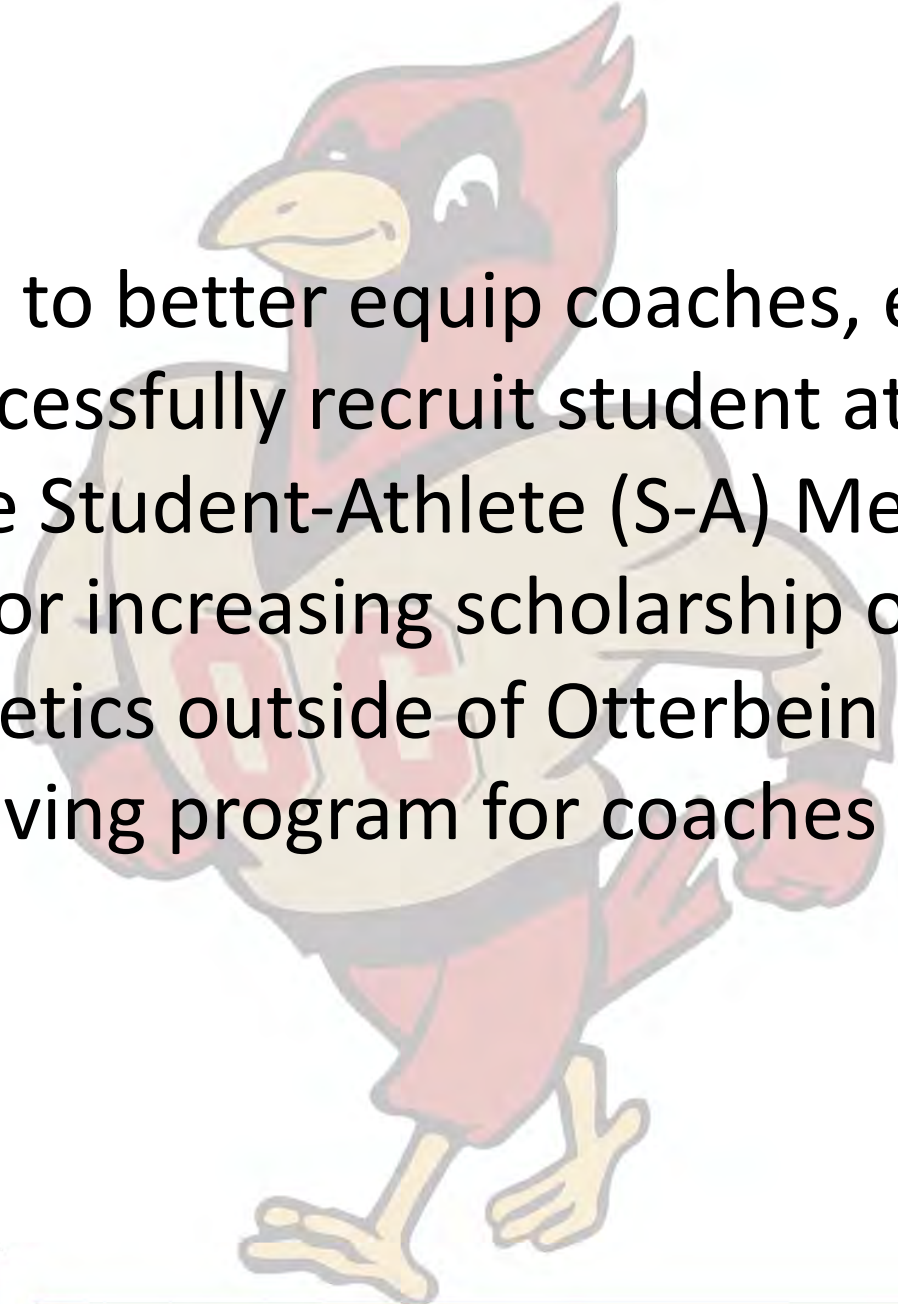


**OTTERBEIN**  
UNIVERSITY



# 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

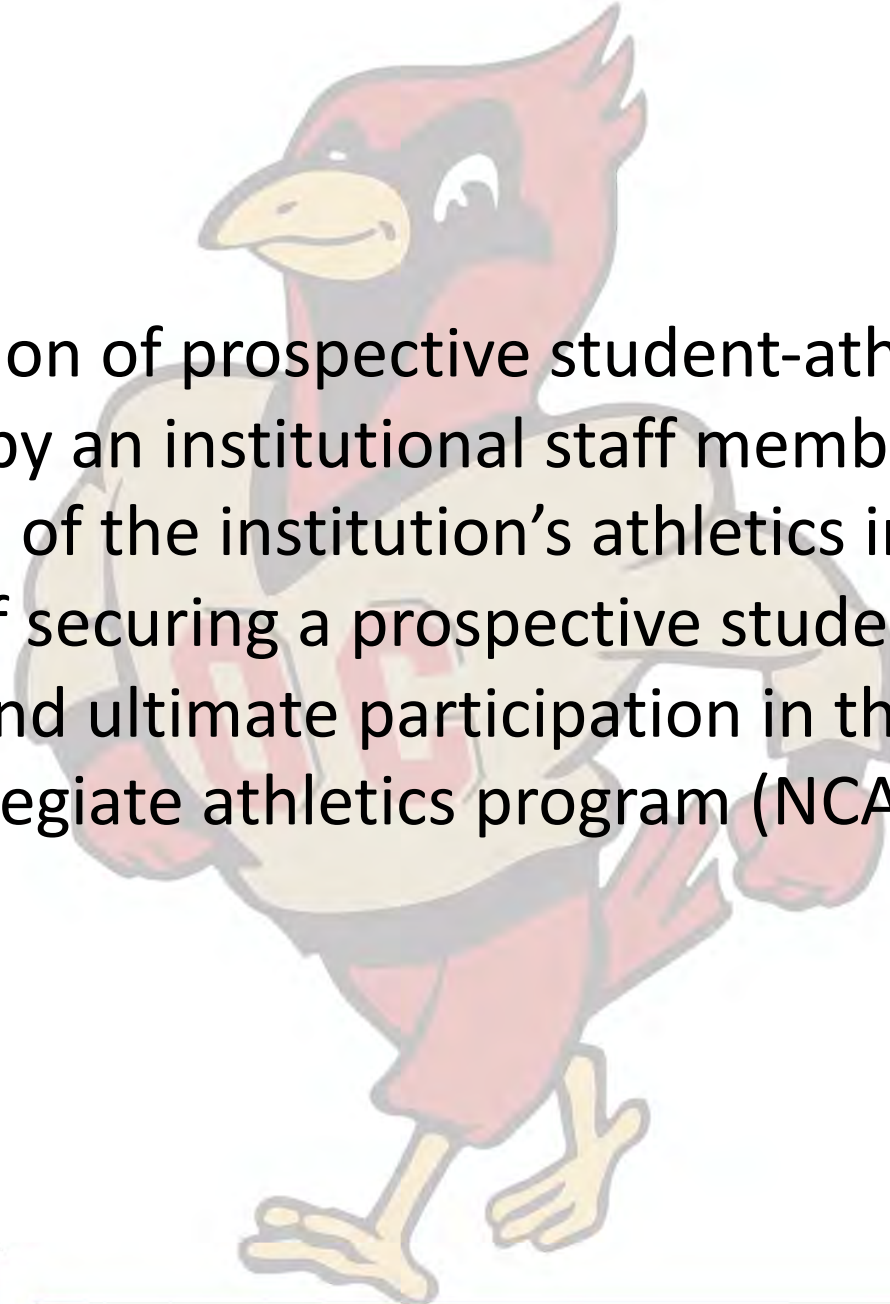


# Recruiting

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)



**OTTERBEIN**  
UNIVERSITY



Recruiting

My Experience



OTTERBEIN  
UNIVERSITY



# 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



**OTTERBEIN**  
UNIVERSITY

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

(% Responding Agree or Strongly Agree)

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

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%).



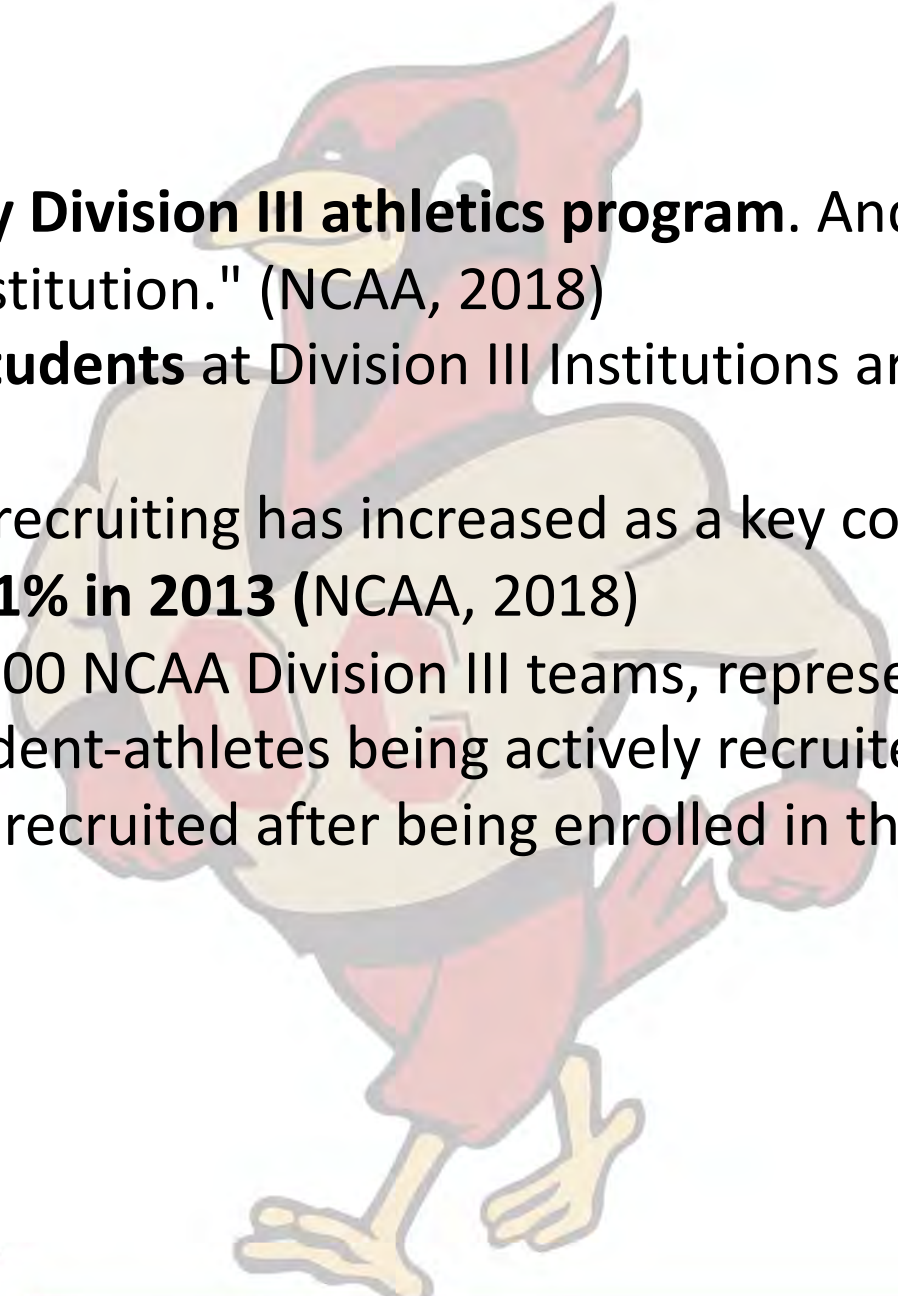


# Recruiting

- "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 were recruited after being enrolled in the university.



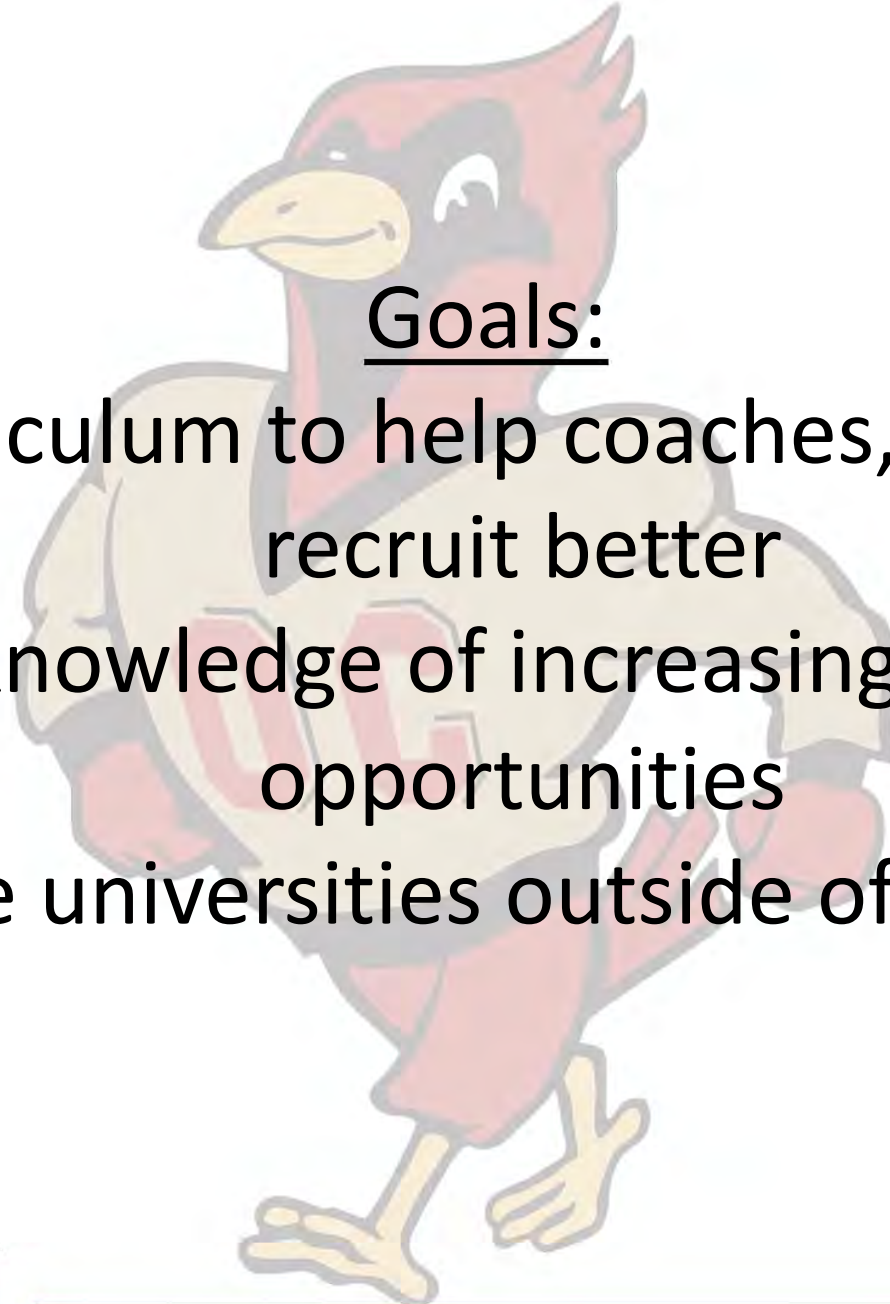
**OTTERBEIN**  
UNIVERSITY



# 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.

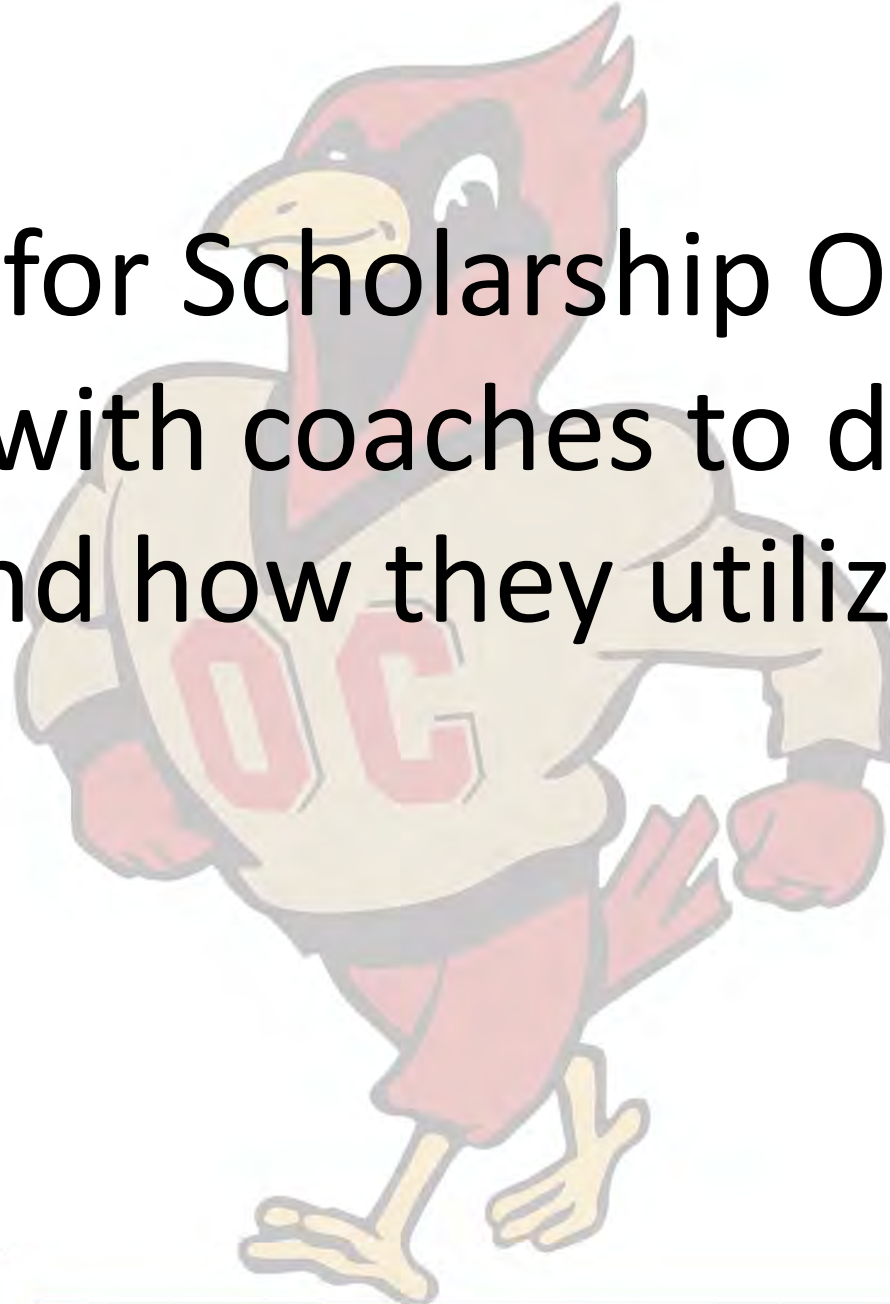


# Recruiting

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



**OTTERBEIN**  
UNIVERSITY



# 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?



**OTTERBEIN**  
UNIVERSITY





## 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.

- \$0 EFC = no out-of-pocket expense for tuition
- \$100 EFC = \$100 out-of-pocket
- \$500 EFC = \$500 out-of-pocket, and so on.

### WHO QUALIFIES?

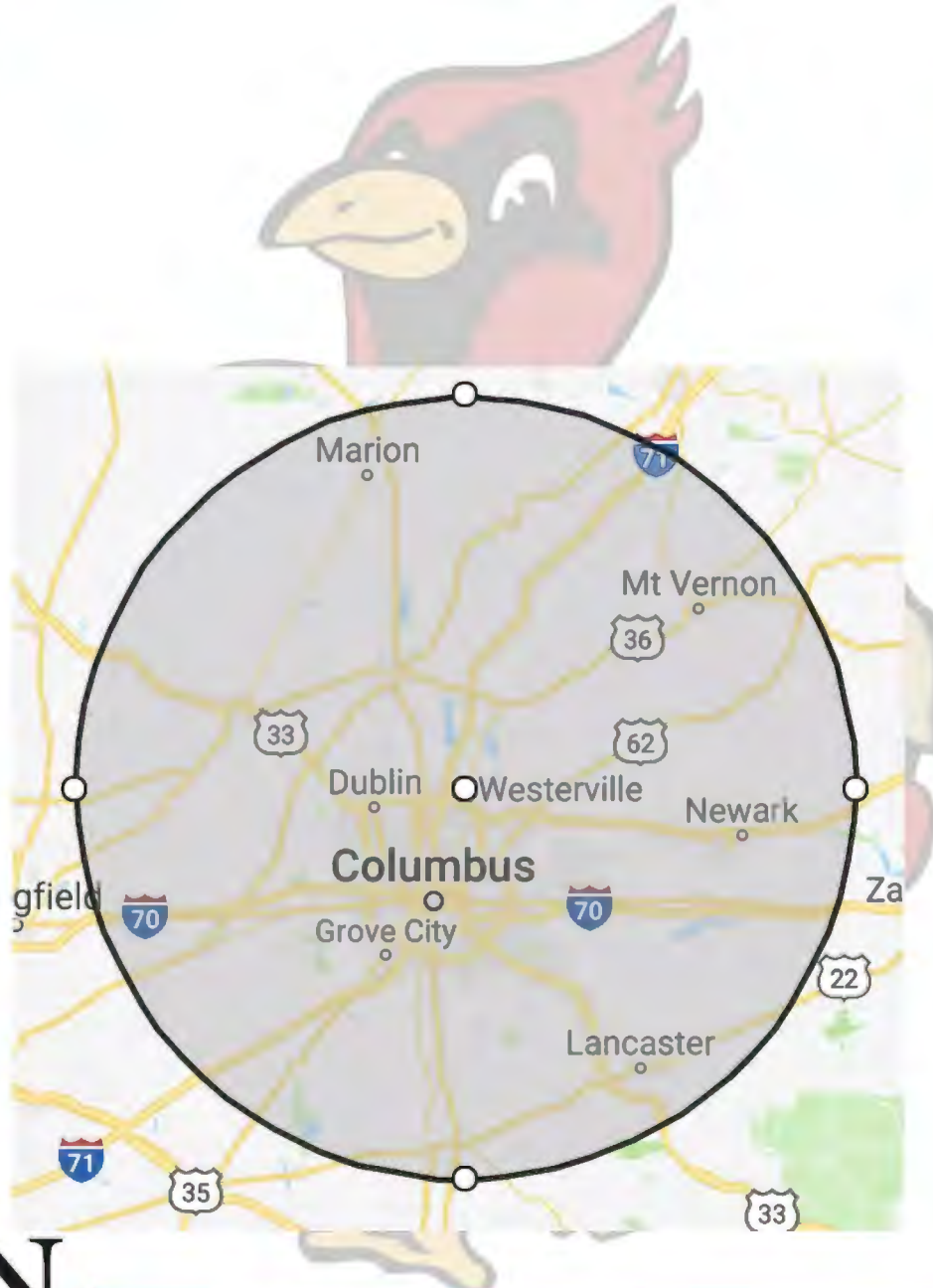
- New freshmen or transfer students beginning Fall 2019 or later.
- Must be Pell grant eligible. File the FAFSA by February 15.
- Must be an Ohio resident.
- Students must enroll full-time.

### 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.



# OTTERBEIN UNIVERSITY



## 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 does my student become eligible for the Central Ohio Urban Districts Initiative?

In addition to applying before the 15<sup>th</sup> 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

\*Aid is renewable for 4 years if student maintains academic progress and files the FAFSA each year.

### 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.

ACT	GPA	Class Rank
16-17	3.35	>70%
18-19	3.20	≥65%
20+	3	≥60%

### "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 Founders' Scholarship go to: <https://iknowican.org/fund-ii/founders-scholarship/>



### 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 based on family income. 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.

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

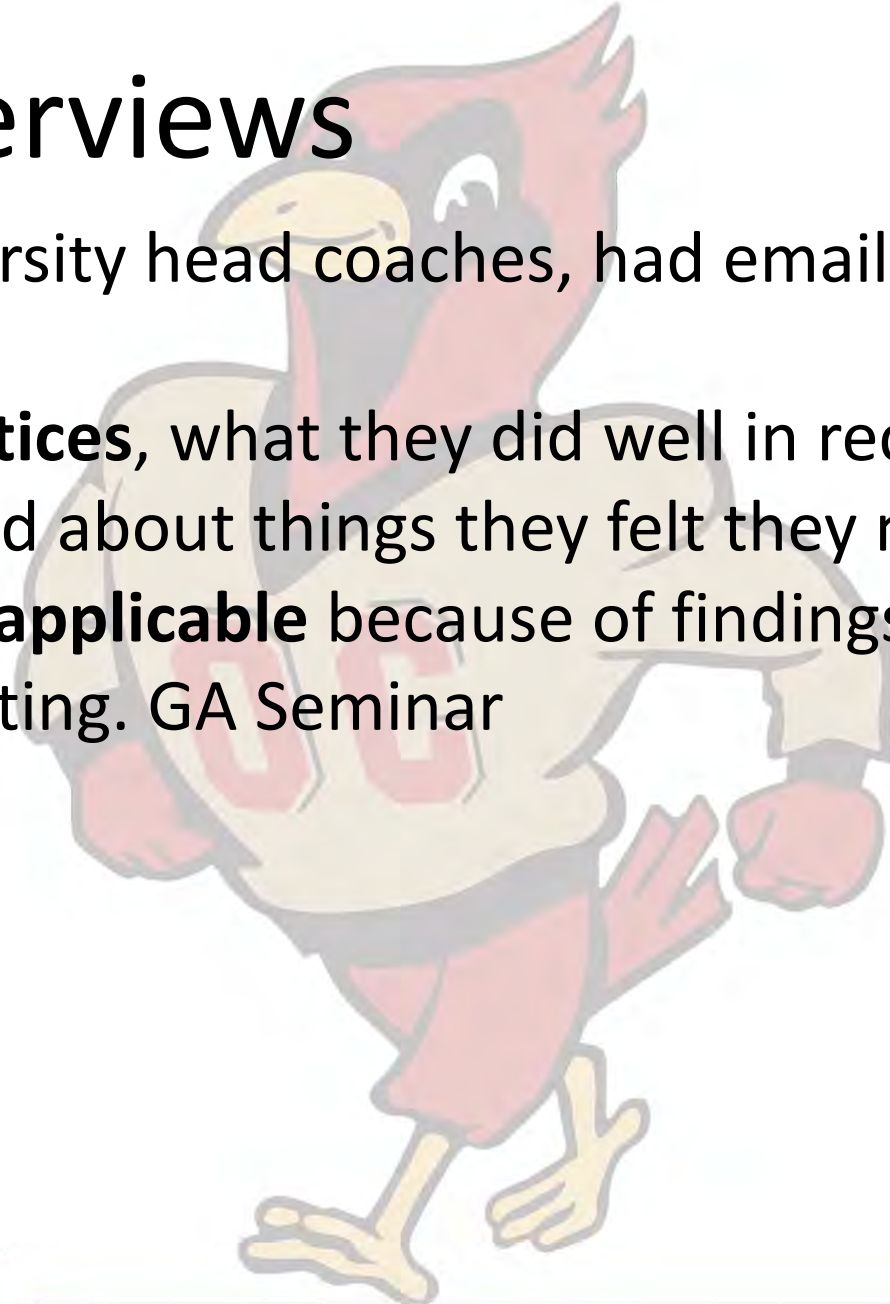
Family Income	Commuter	On Campus
<\$20,000	\$0	\$5,690
\$20,000 - \$40,000	\$0	\$6,360
\$40,000 - \$60,000	\$0	\$6,732
\$60,000 - \$80,000	\$500	\$10,200
\$80,000 - \$100,000	\$4,265	\$15,223
>\$100,000	\$8,200	\$19,240

“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 ALUM

**QUESTIONS? CONTACT:** Lydie Dorelien, Coordinator of Urban Districts Initiatives /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

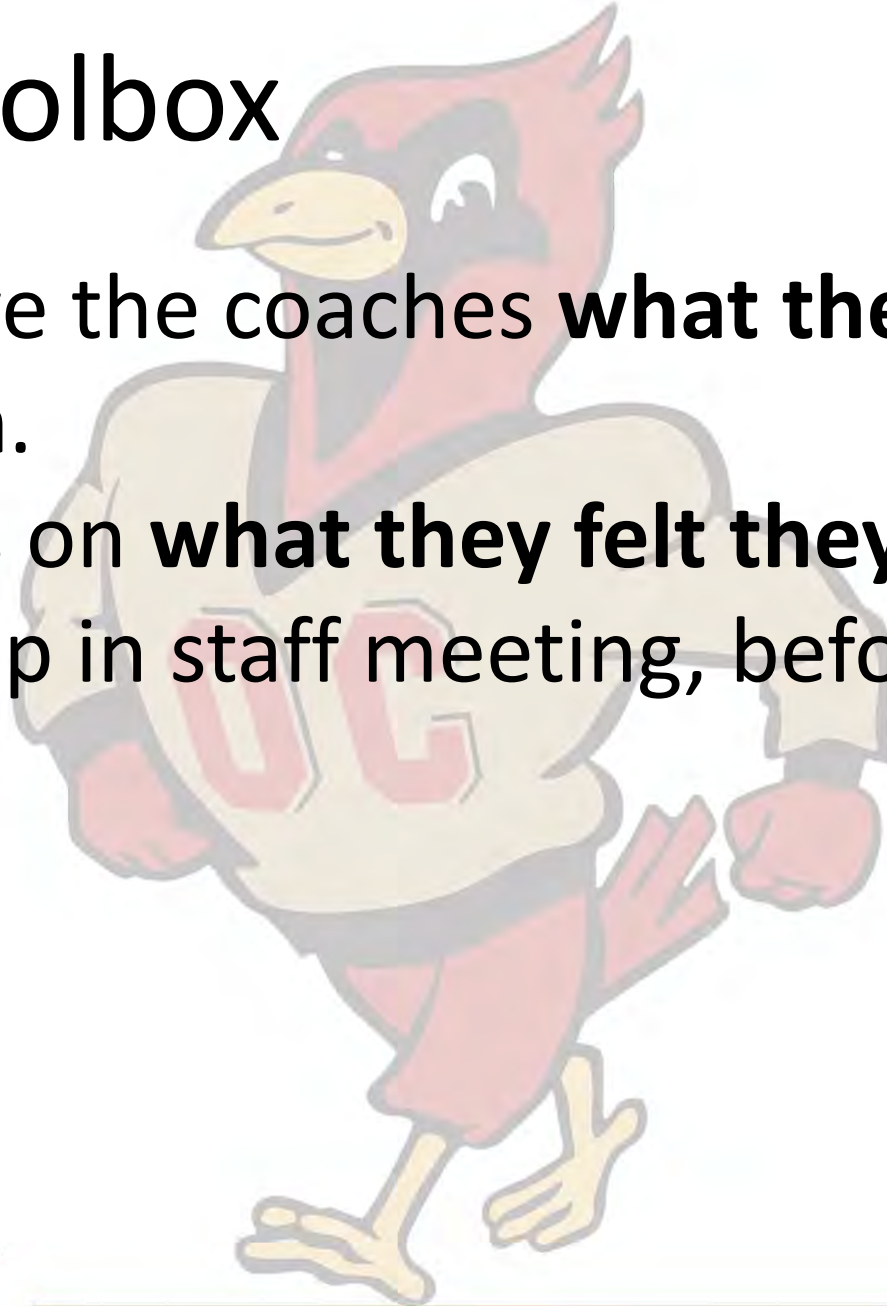


# C. Recruiting Toolbox

- 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.



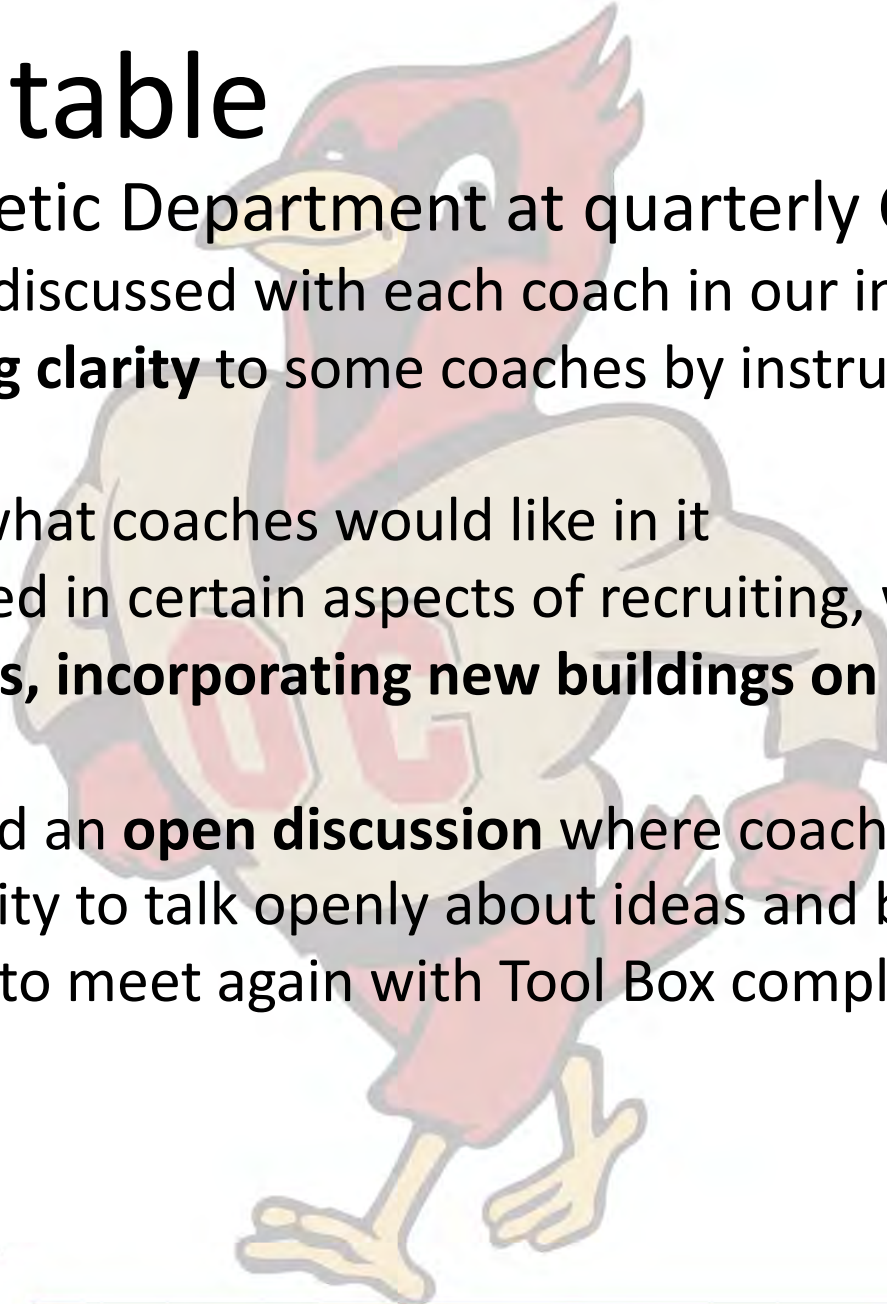
**OTTERBEIN**  
UNIVERSITY



# Coaches Roundtable

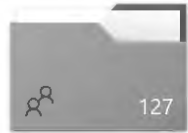
Met with entire Athletic Department at quarterly Coaches Roundtable

- 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.

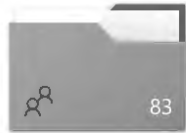




Files > Recruiting Toolbox



Academic Facility Images  
April 9



Athletic Facility Images  
April 9



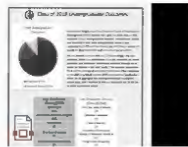
Health and Sport Scienc...  
March 28



Logos  
April 9



Sample Graphics (Footb...  
April 9



2018 Employers Stats fo...  
March 28



NCAA Athletics Recruit...  
April 9



Otterbein Mentorship R...  
April 9



Recruiting College Athle...  
April 9



Signing Form.docx  
March 28



Social Media Survey Res...  
April 9



Temporary Parking Per...  
March 28



**OTTERBEIN**  
UNIVERSITY



**Final Tool Box**

# 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.



**OTTERBEIN**  
**UNIVERSITY**

## 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

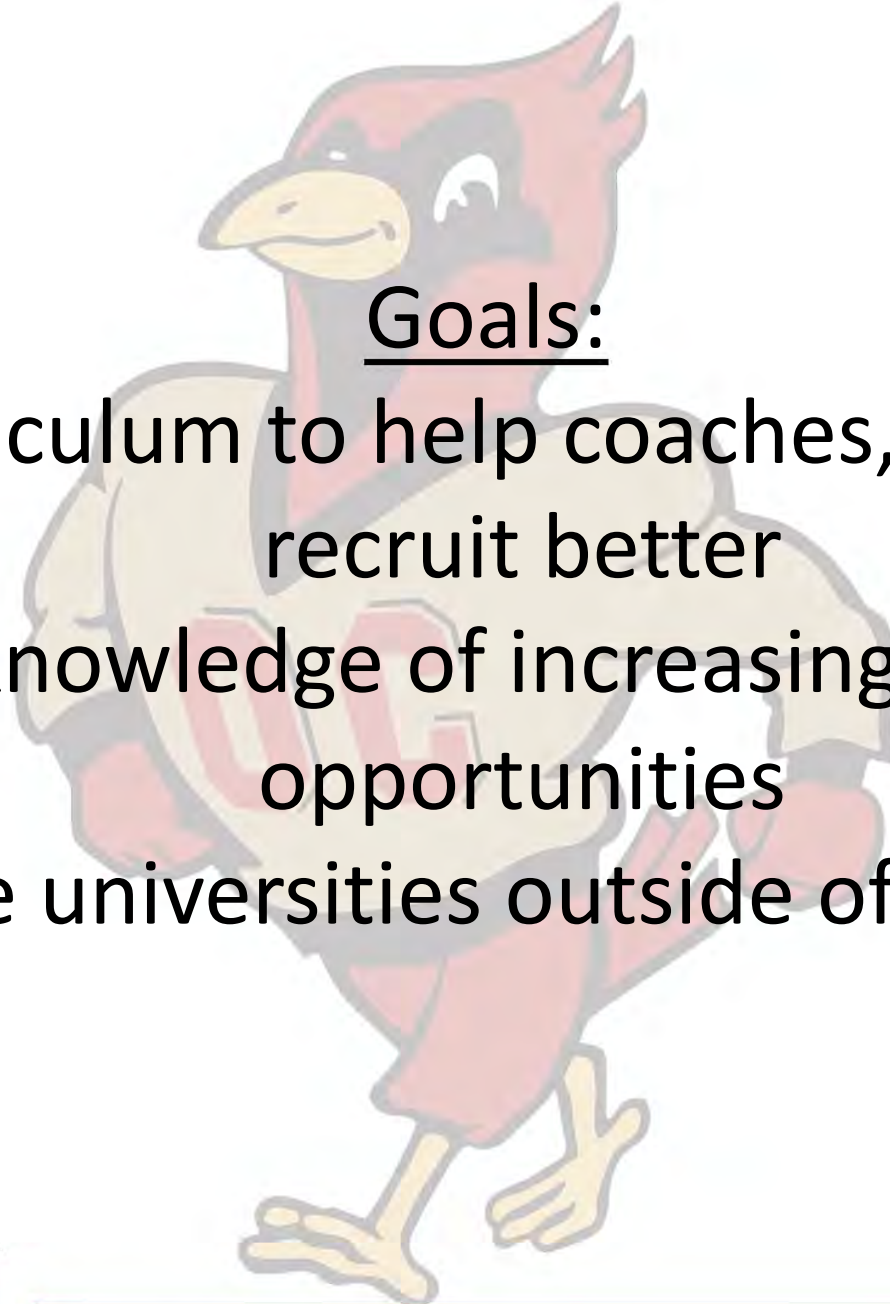
- Coaches at ONU found it **hard to recruit in season**. Don't have the same support staff as bigger schools and are left to recruit in season.
- Coaches were down the middle on whether they **felt not having scholarships to award made it difficult**. Do more seasoned coaches have ways of working around 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



**OTTERBEIN**  
UNIVERSITY



# 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)

Men's Sports	Hours / Week	Women's Sports	Hours / Week
Track & Field	47	Rowing	48
Swimming & Diving	41	Swimming & Diving	46
Soccer	41	Ice Hockey	46
Tennis	40	Soccer	45
Wrestling	39	Track & Field	45
Football	38	Field Hockey	44
Golf	38	Softball	44
Ice Hockey	37	Basketball	44
Lacrosse	37	Volleyball	44
Basketball	37	Tennis	44
Baseball	36	Golf	43
		Lacrosse	43

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

Men's Sports	Athletic Hours	Women's Sports	Athletic Hours
Baseball	34	Ice Hockey	33
Ice Hockey	34	Softball	32
Football	31	Basketball	29
Lacrosse	30	Rowing	29
Golf	30	Volleyball	29
Basketball	29	Swimming & Diving	28
Soccer	27	Field Hockey	27
Track & Field	27	Lacrosse	27
Wrestling	27	Soccer	27
Swimming & Diving	25	Track & Field	27
Tennis	24	Golf	26
		Tennis	24





# Mental Health

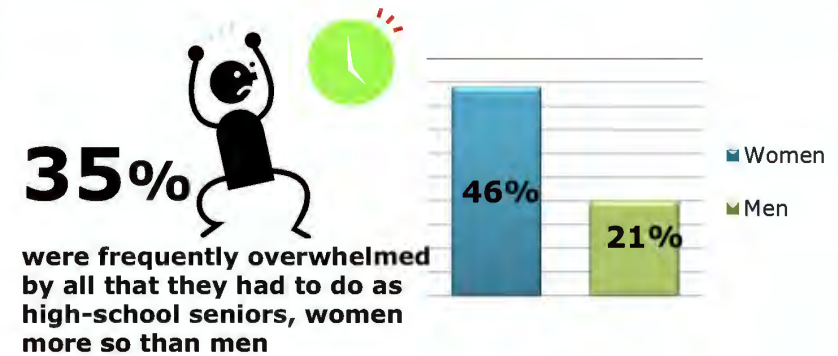
## National Comparison Data on Days of Restful Sleep

On how many of the past 7 days did you get enough sleep that you felt rested when you woke up in the morning?

	Males		Females	
	Athletes (GOALS 2015)	Non-Athletes (NCHA-ACHA)	Athletes (GOALS 2015)	Non-Athletes (NCHA-ACHA)
0-3	52%	55%	57%	60%
4-5	31%	33%	32%	30%
6-7	17%	12%	11%	9%

American College Health Association. American College Health Association-National College Health Assessment, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Fall 2012 ACHA-NCHA II, ACHA-NCHA IIb]. Hanover, MD: American College Health Association; (2013-10-31).

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



Data source: CIRP Freshman Survey 2014 (Higher Education Research Institute) [www.heri.ucla.edu](http://www.heri.ucla.edu)



**OTTERBEIN**  
UNIVERSITY

**NCAA GOALS**

# 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)



Baseball	Men's Basketball	Football FBS   FCS		Men's Other	Women's Basketball	Women's Other
Division I						
29%	35%	36%	34%	25%	30%	30%
Division II						
31%	27%	35%	28%	27%	34%	34%
Division III						
25%	20%	32%	25%	30%	28%	28%

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.



# Mental Health



☰ YouTube Search

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.

▶ ⏪ 🔊 1:03 / 4:05 CC HD 📺 📱 🔍

For NCAA Student-Athletes' Mental Health: A More Educated Approach

5,986 views

👍 31 🗨️ 1 ➦ SHARE ≡+ SAVE ...

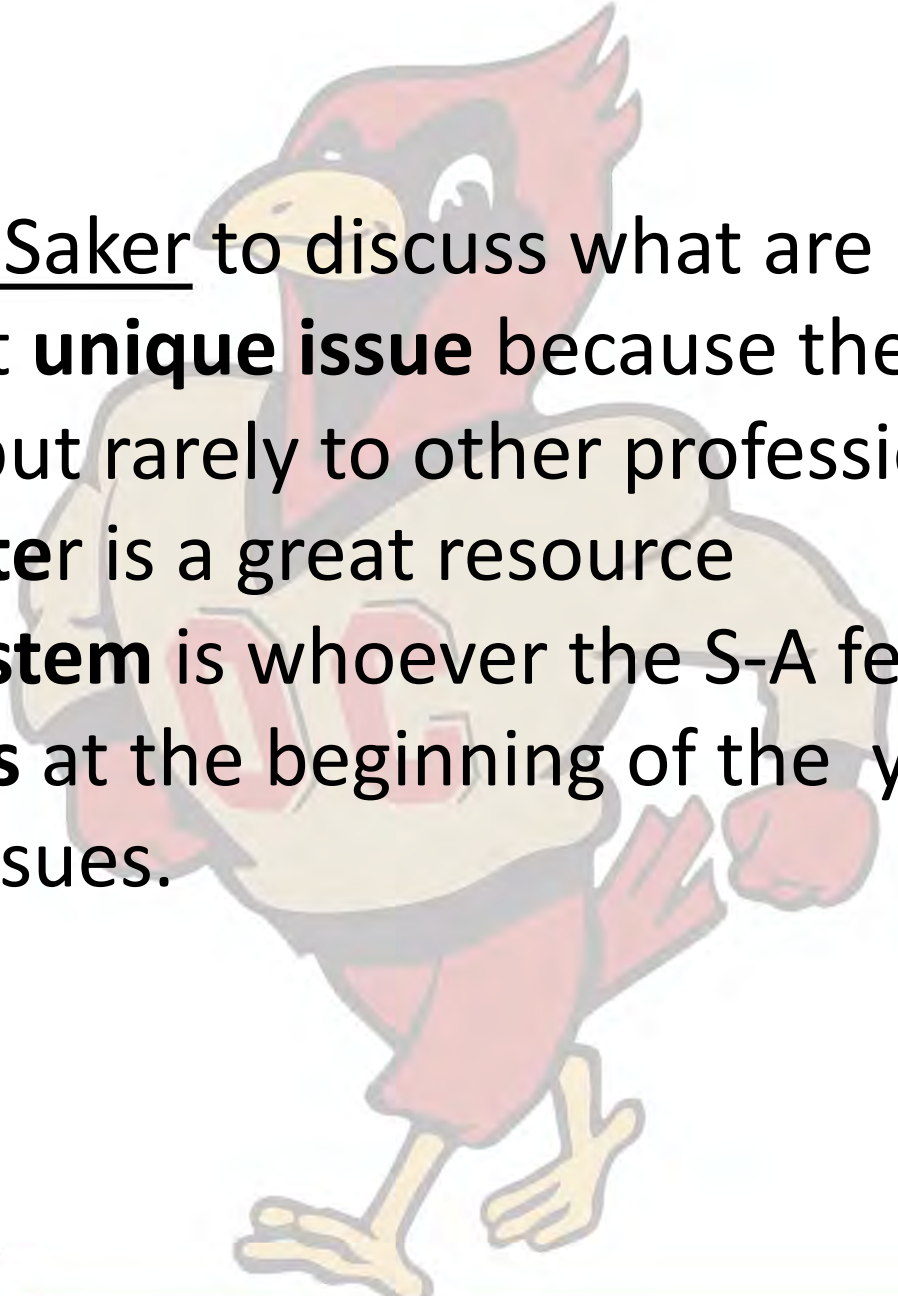


## Kally Fayhee Story



# 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.



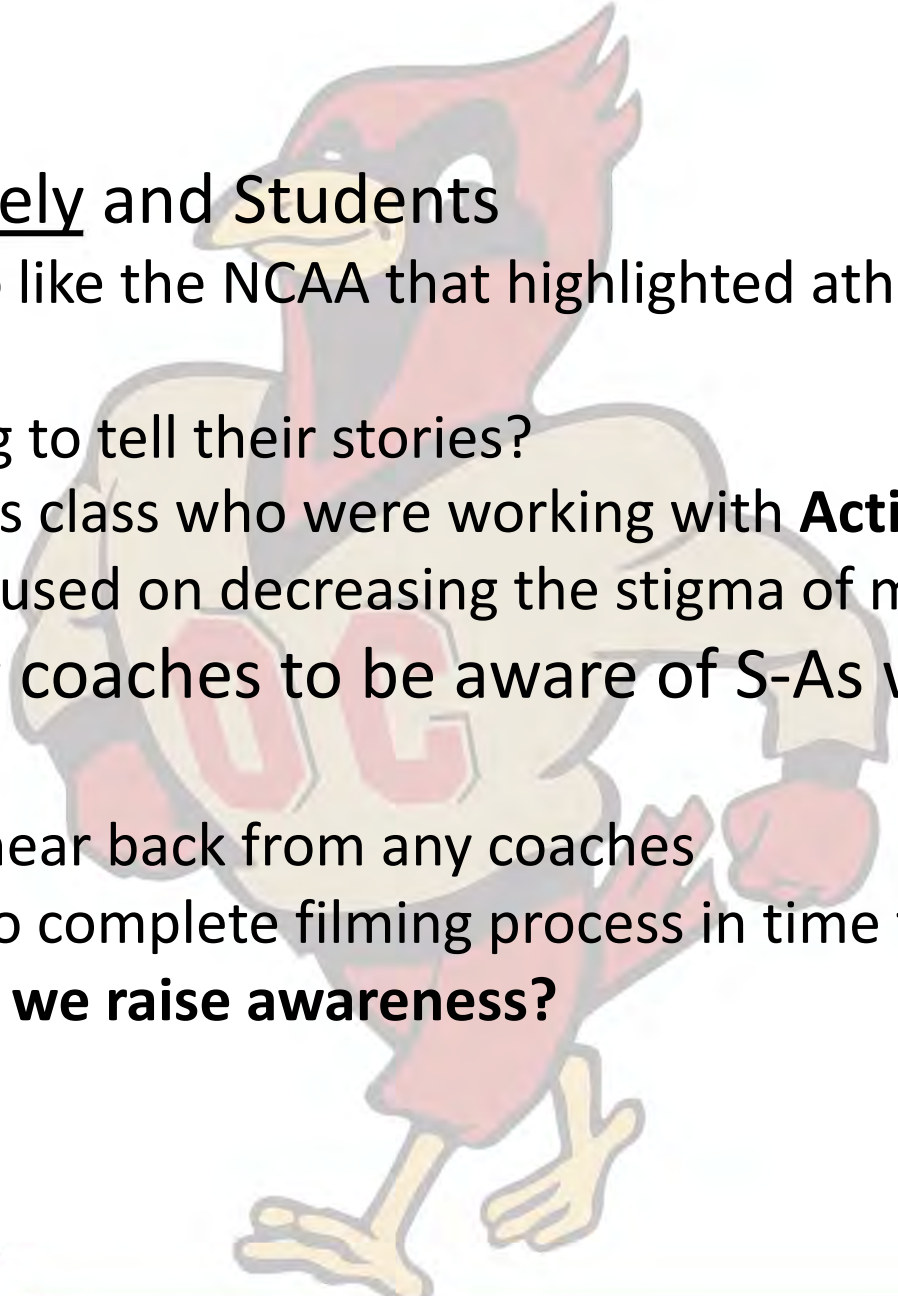
# Mental Health

## 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.



**OTTERBEIN**  
UNIVERSITY

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

Over the last 2 weeks, how often have you been bothered by the following problems?	Not at all sure	Several days	Over half the days	Nearly every day
1. Feeling nervous, anxious, or on edge	0	1	2	3
2. Not being able to stop or control worrying	0	1	2	3
3. Worrying too much about different things	0	1	2	3
4. Trouble relaxing	0	1	2	3
5. Being so restless that it's hard to sit still	0	1	2	3
6. Becoming easily annoyed or irritable	0	1	2	3
7. Feeling afraid as if something awful might happen	0	1	2	3
<i>Add the score for each column</i>	+	+	+	
Total Score (add your column scores) =				

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 \_\_\_\_\_

Source: Spitzer RL, Kroenke K, Williams JBW, Lowe B. A brief measure for assessing generalized anxiety disorder. *Arch Intern Med.* 2006;166:1092-1097.

PHQ-9

PATIENT HEALTH QUESTIONNAIRE (PHQ-9)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself...or that you are a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3
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	0	1	2	3
9. Thoughts that you would be better off dead, or of hurting yourself	0	1	2	3

add columns + + +

(Healthcare professional: For interpretation of TOTAL, TOTAL: \_\_\_\_\_ please refer to accompanying scoring card)

10. If you checked off any problems, how difficult have these problems 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 _____

Copyright © 1999 Pfizer Inc. All rights reserved. Reproduced with permission. PRIME-MD® is a trademark of Pfizer Inc. A263B 10-01-0005

# Mental Health

2014 NCAA Innovations Grant

Final Report

University of Michigan

Developing and Evaluating a Model Program for Supporting the Mental Health of Student Athletes



P.I.: Daniel Eisenberg, Ph.D.  
Associate Professor  
School of Public Health and Institute for Social  
Research, University of Michigan



OTTERBEIN  
UNIVERSITY

## 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 the Athletes Connected support groups and other campus mental health resources.



**OTTERBEIN**  
UNIVERSITY

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

# Videos



**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

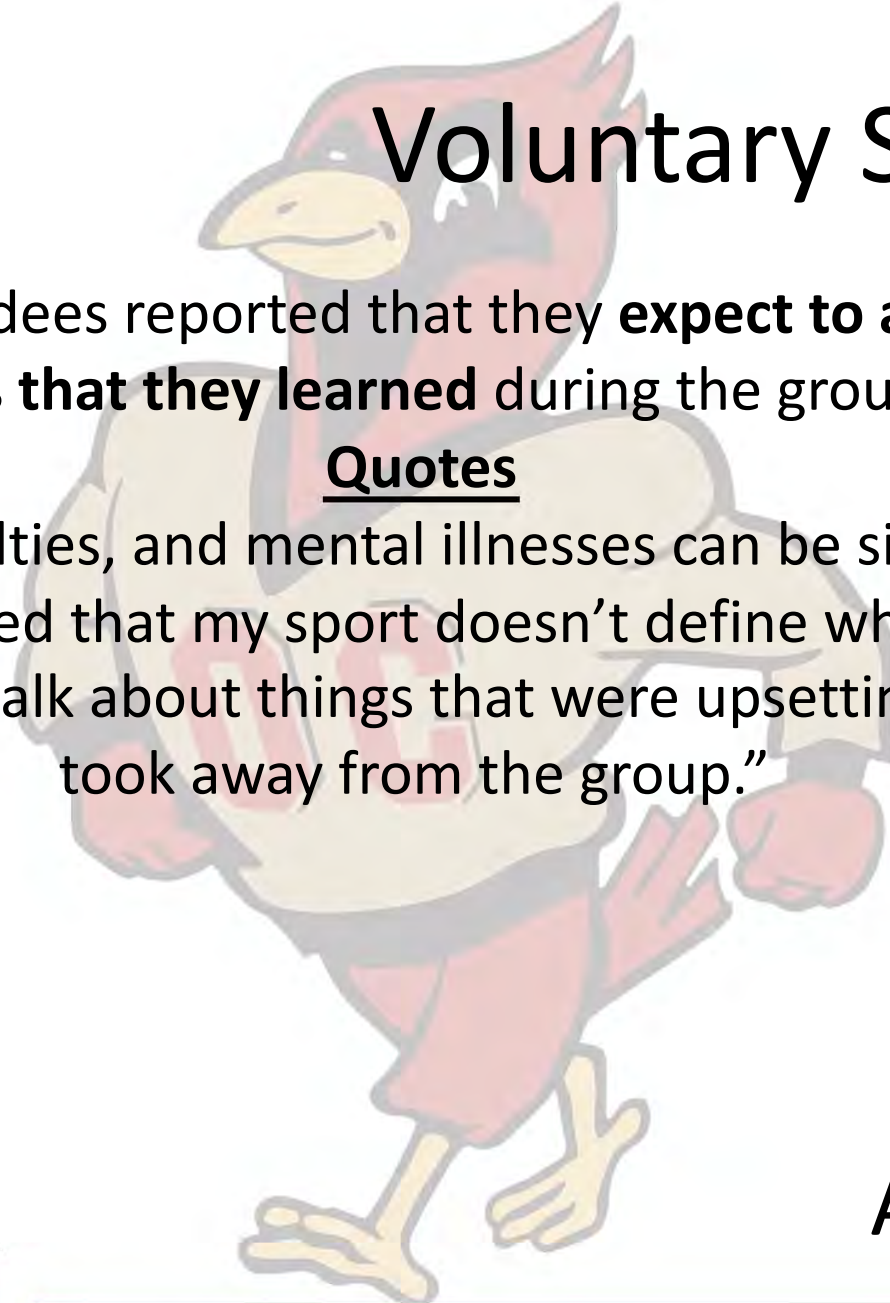
### Quotes

- “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.”



**OTTERBEIN**  
UNIVERSITY

Athletes Connected



# 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

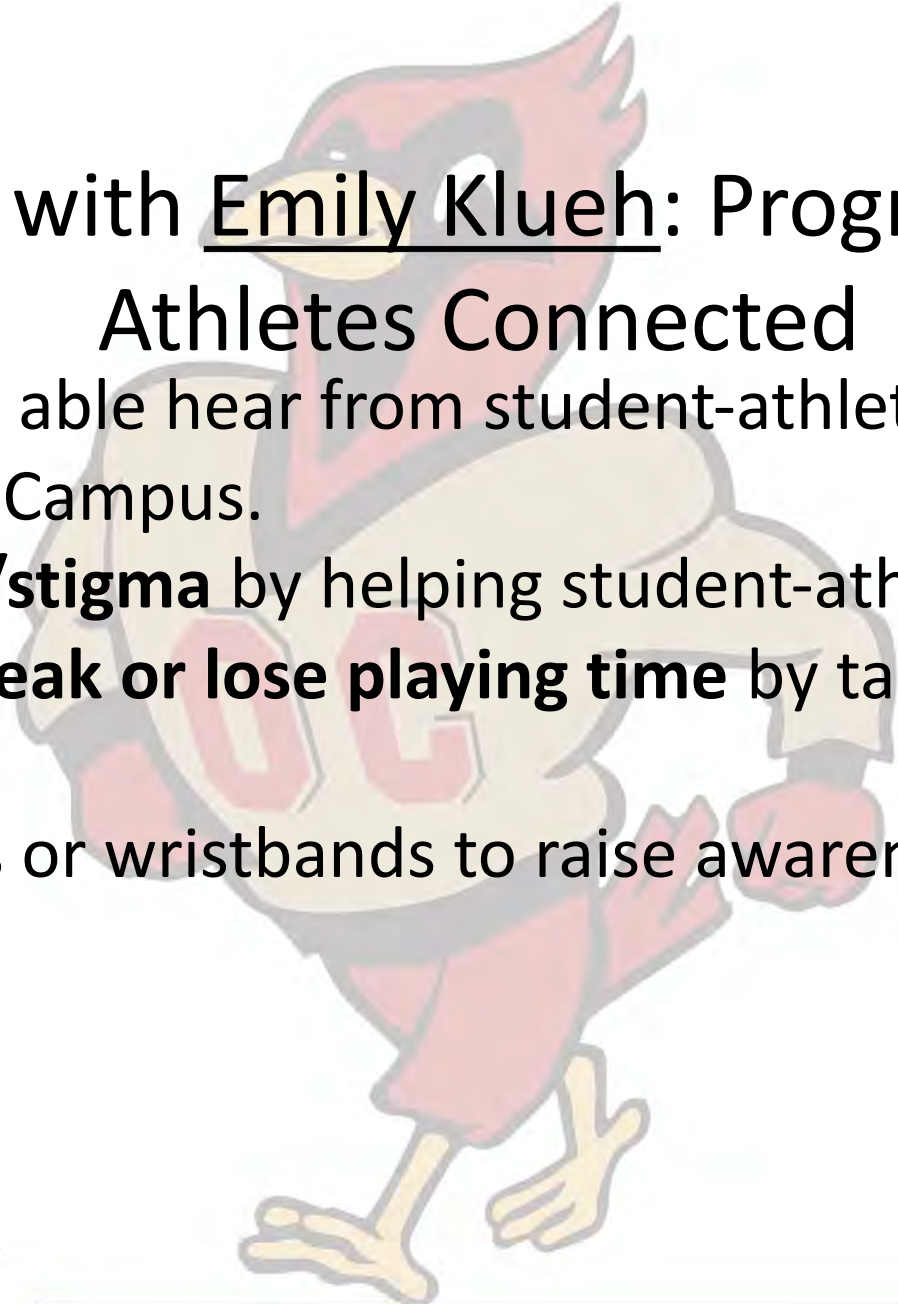
- 6-week program where players come to talk about prediscussed issues
- Issues will be decided before hand after deciding what students need.
- 1 Hr – 1:15 Hr sessions
- Topics range from: How to manage stress, Communication with Faculty, recovering from break-ups and how to cope with change.



# 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



# 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.



**OTTERBEIN**  
UNIVERSITY

NCAA Monthly Webinar on Mental Health

# 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

**OTTERBEIN**  
UNIVERSITY

**CARDY CARES**  
**ANXIETY**

OVER 80% OF STUDENT ATHLETES STRUGGLE WITH ANXIETY (NCAA)

EMOTIONAL SYMPTOMS: FEELING APPREHENSIVE, TENSE, JUMPY OR IRRITABLE

PHYSICAL SYMPTOMS: POUNDING HEART, FATIGUE, NAUSEA & SWEATING

WHAT TO DO: VISIT THE COUNSELING CENTER

**COUNSELING CENTER**  
ADDRESS: 164 W HOME ST.  
PHONE: (614) 823-1333  
E-MAIL: COUNSELINGCENTER@OTTERBEIN.EDU

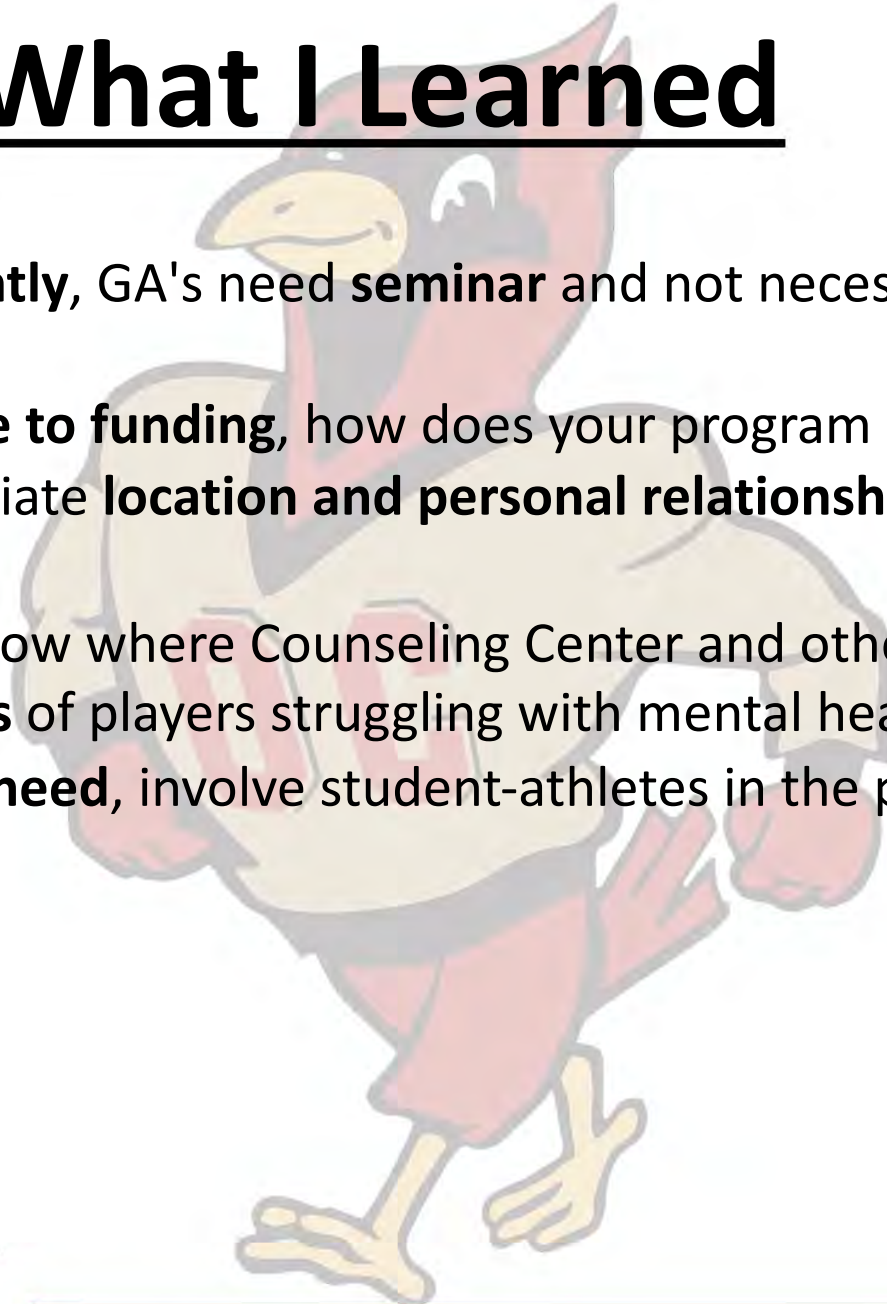
# What I Learned

## 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.



Questions?



**OTTERBEIN**  
UNIVERSITY



# References

## References

- Blanco C, Okuda M, Wright C, et al. Mental Health of College Students and Their Non-College-Attending Peers: Results From the National Epidemiologic Study on Alcohol and Related Conditions. *Arch Gen Psychiatry*. 2008; 65(12):1429–1437. DOI: 10.1001/archpsyc.65.12.1429
- Dumond, J. M., Lynch, A. K., & Platania, J. (2008). An Economic Model of the College Football Recruiting Process. *Journal of Sports Economics*, 9(1), 67–87.
- Eisenberg, D., & Chung, H. (n.d.). Adequacy of depression treatment among college students in the United States. *GENERAL HOSPITAL PSYCHIATRY*, 34(3), 213–220. <https://doi.org/10.1016/j.genhosppsych.2012.01.002><https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=32867126&site=eds-live&scope=site>
- Kankey, K., & Quarterman, J. (2007). Factors influencing the university choice of NCAA Division I softball players. *The SMART Journal*, 3(2), 35–49.
- Lipson, S. K., Speer, N., Brunwasser, S., Hahn, E., & Eisenberg, D. (n.d.). Gatekeeper Training and Access to Mental Health Care at Universities and Colleges. *JOURNAL OF ADOLESCENT HEALTH*, 55(5), 612–619. <https://doi.org/10.1016/j.jadohealth.2014.05.009>
- Pauline, J. (2010). Factors Influencing College Selection by NCAA Division I, II, and III Lacrosse Players. *ICHPER -- SD Journal of Research in Health, Physical Education, Recreation, Sport & Dance*, 5(2), 62–69. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=57522081&site=eds-live&scope=site>

- Putukian, M. (n.d.). The psychological response to injury in student athletes: a narrative review with a focus on mental health. *BRITISH JOURNAL OF SPORTS MEDICINE*, 50(3), 145. <https://doi.org/10.1136/bjsports-2015-095586>
- Schneider, R., & Messenger, S. (2012). The Impact of Athletic Facilities on the Recruitment of Potential Student-Athletes. *College Student Journal*, 46(4), 805–811. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ999405&site=eds-live&scope=site>
- Scott, C. (2018). Recruiting College Athletes: Ohio Northern University Case Study (Master's Thesis). Retrieved from EbscoHost
- Van Raalte, J. L., Andrews, S., Cornelius, A. E., Diehl, N. S., & Brewer, B. W. (2015). Mental Health Referral for Student-Athletes: Web-Based Education and Training. *Journal of Clinical Sport Psychology*, 9(3), 197–212. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=110306902&site=eds-live&scope=site>
- Wolanin, A., Hong, E., Marks, D., Panchoo, K., & Gross, M. (2016). Prevalence of clinically elevated depressive symptoms in college athletes and differences by gender and sport. *British Journal of Sports Medicine*, 50(3), 167–171. <https://doi.org/10.1136/bjsports-2015-095756>

