

Welcome

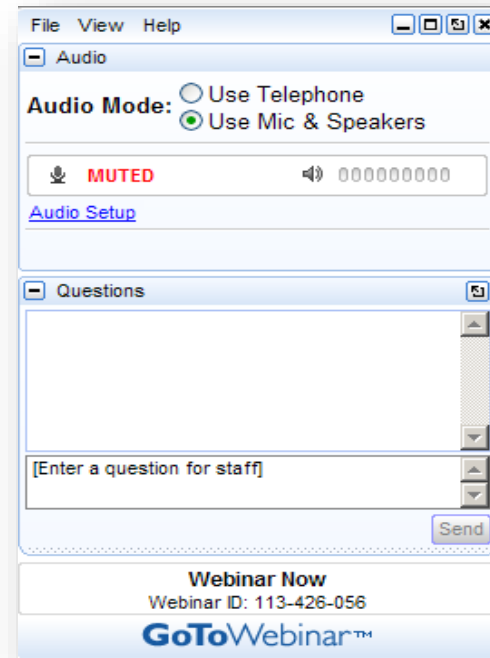


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Important Webinar Feature



Strengthening Counselor Identity in Sport to Promote Student- Athlete Wellness

Webinar presented on behalf of The Institute to Promote
Athlete Health and Wellness at UNCG by Stephen P.
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Overview

- * History of Student-athlete services
 - * Sport psychology
 - * Mental health counseling
- * Student-athlete challenges
- * Where do we go from here?

History of Student-Athlete Services

- * 1975: National Association of Advisors for Athletes (N4A)
- * 1980's: Birth of Sport Psychology
- * Early 1990's – Present: CHAMPS/Life Skills

Sport Psychology

- Primary focus: Performance
- Psychological Skills Training (PST; Vealey, 1988; Poczwardowski, Sherman, & Ravizza, 2004)
- Certification: AASP
- Training

Mental Health Counseling

- * A unique branch of mental health providers who consider:

- * Biopsychosocial aspects
- * Spiritual aspects
- * Multicultural aspects
- * Individual experiences

- * Goals of counselors:

- * Develop treatment plans and diagnoses (when applicable)
- * Collaborate with clients to develop goals
- * Consider holistic and developmental conceptualizations
- * Encourage self-exploration
- * Develop and maintain and safe, therapeutic relationship

Mental Health Counseling

- * Primary foci: Developmental, holistic, wellness-orientation
- * Counseling theory: First vs. Second order change
- * Licensure: State-level, all fifty states
- * Training

The Counseling Stigma

- * Less positive attitudes toward help-seeking behaviors (Watson, 2005)
- * Less willing to seek help due to belief that non-athletes do not understand (Greenspan & Anderson, 1995)
- * Priority focus on eligibility and performance (Fletcher, Benschhoff, & Richburg, 2003)

6 Unique Challenges of Student-Athletes

- * Balancing academic/athletic pursuits
- * Adapting to isolation from social/mainstream activities
- * Managing success or a lack thereof
- * Giving deliberate attention to physical health to prevent injury and rehabilitation
- * Satisfying coach, parent, friend, and community relationships
- * Terminating the athletic career and finding other ways to fulfill this space

Student-Athlete Challenges

- * Academics
- * Athletic participation/burnout
- * Identity
- * Wellness
- * Mental health
- * Substance abuse
- * Aggression

Academics

- * NCAA GPA eligibility standard increase
- * Feeling favored or discriminated against due to athletic status
- * Counseling impact:
 - * Increase academic self-efficacy

Athletic Participation/Burnout

- * 20 hours of supervised athletic functions per week
- * Increased risk of injury
 - * Physical and psychological distress
- * Rates of burnout = 20%-60%
 - * Psychological, emotional, and physical withdrawal from sport
 - * Can lead to mental health symptoms

Identity

- * Developmental considerations
- * Multiple roles and transitions
- * Role confusion
- * Higher levels of extrinsic motivation
- * 58% identify as athletes first
- * Consequences of losing athletic identity
 - * Graduation
 - * Loss of eligibility
 - * injury

Wellness

- * Describes optimal health and well-being among multiple aspects of student lifestyle
- * Student-athletes report lower levels of wellness in social and essential self than non student-athletes

THE INDIVISIBLE SELF: *An Evidence-Based Model Of Wellness*

CONTEXTS:

Local (safety)
Family
Neighborhood
Community

Institutional (policies & laws)
Education
Religion
Government
Business/Industry

Global (world events)
Politics
Culture
Global Events
Environment
Media

Chronometrical (lifespans)
Perpetual
Positive
Purposeful



Mental Health

- Onset: Late adolescence
- Similar or higher rates of depression (Storch et al., 2005; Maniar & Sommers-Flanagan, 2009)
- Eating disorders & substance abuse
- Coach-Athlete Relationship (Sterling & Kerr, 2009)

Binge-Drinking

NUMBER OF DRINKS PER SITTING ALL DIVISIONS

TYPICAL NUMBER OF DRINKS PER SITTING

None	1	2	3	4	5	6	7	8	9	10+
16.3%	5.9%	9.5%	11.7%	10.6%	10.6%	9.0%	6.1%	6.5%	1.7%	12.2%

Note: These numbers may appear different than other "drinks per sitting" figures as these include those indicating "none." The other measures include only those respondents that indicated that they drink.

EXPERIENCES DUE TO DRINKING OR SUBSTANCE USE

ALL DIVISIONS

EXPERIENCES DUE TO DRINKING WITHIN THE LAST 12 MONTHS

	Never	Once	Twice	3-5 times	6-9 times	10+ times
How often you have had a hangover	36.7%	14.3%	11.5%	14.8%	7.4%	15.3%
How often you have gotten nauseated or vomited	48.5%	19.8%	13.0%	11.7%	3.7%	3.3%
How often you have performed poorly on a test or important project	83.3%	6.9%	4.3%	3.3%	1.1%	1.1%
How often you have missed a class	73.9%	7.9%	6.7%	6.7%	2.0%	2.7%
How often you have showed up late or missed practice or a game	94.3%	3.0%	1.4%	0.8%	0.2%	0.3%
How often you have performed poorly in practice or in a game	84.0%	6.6%	4.3%	3.2%	0.9%	1.0%
How often you have been hurt or injured	87.7%	6.0%	3.5%	1.9%	0.3%	0.5%
How often you have got into an argument/fight	77.0%	9.6%	6.2%	4.5%	1.2%	1.5%
How often you have had memory loss	70.0%	10.4%	7.0%	6.4%	2.9%	3.3%
How often you have done something you later regretted	68.0%	12.0%	8.0%	6.6%	2.3%	3.1%
How often you have been criticized by someone you know	74.6%	9.8%	6.6%	5.1%	1.5%	2.4%
How often you have thought you might have a drinking or other drug problem	94.4%	2.5%	1.2%	0.8%	0.4%	0.7%
How often you have had feelings of depression, feeling sad for two weeks or longer	92.9%	3.7%	1.6%	0.9%	0.3%	0.6%
How often you tried unsuccessfully to stop drinking	96.7%	1.6%	0.7%	0.5%	0.2%	0.3%
How often you have damaged property, pulled fire alarm, etc.	92.9%	3.2%	1.8%	1.2%	0.3%	0.5%
How often you have been in trouble with police or other college authorities	91.0%	6.7%	1.5%	0.6%	0.1%	0.2%
How often you have drove a car while under the influence	86.3%	5.5%	3.5%	2.4%	0.8%	1.5%
How often you have been arrested for DWI/DUI	99.0%	0.7%	0.1%	0.1%	0.0%	0.1%

Aggression

- * 36% of student-athletes engaged in fighting while intoxicated (NCAA, 2012)
- * 7.9% report taking advantage of someone sexually while intoxicated (Leichliter et al., 1998)
- * Social norms (Goldberg & Chandler, 1995)
- * 1 in 3 sexual assaults by student-athletes (Hofmann, 1986)

Current State of the Profession

- * Few programs, no standardization
- * Competencies
- * Teaching guidelines
- * Accreditation
- * Ethical Codes
- * What is our identity?