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. Hebard, MS, LPCA, NCC & Katie A. Wachtel, MRC, CRC, LPC
Overview

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

Moore, 2012
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, Benshoff, & 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

Parham, 1993
Student-Athlete Challenges

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

NCAA, 2009; Parham, 1993; Smith, 1986; Smith, 1991
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

Ferrante & Etzel, 2009; Fletcher, et al., 2003; Goldberg & Chandler, 1995
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
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+ |
|--------------------------------------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| None                                 | 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

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