



**Thank you for joining us.  
The webinar will begin soon.**



# Mental Health and Sexual Respect: Addressing Common Protective and Risk Factors for Student-Athletes

March 5, 2024

# Before We Begin

- **All attendees are in listen-only mode.** If you run into any audio issues during the webinar, please try another method of listening in, such as computer audio or calling in by phone.
- All registrants and attendees will receive a link to the recorded version of this webinar in a follow up email.
- If you have questions during the presentation, **please let us know by typing your question into the Q&A panel.** We will address these at the end of the presentation.





# Jen Jacobsen

Executive Director of Health & Wellness, Macalester College

*Former Men's & Women's Track & Field/Cross Country Coach*

Jen Jacobsen, MA MPH serves as the Executive Director of Health and Wellness at Macalester College; previously, she was in the role of Director of Health Promotion and Sexual Respect. Prior to this, she was the Director of Wellness & Prevention and deputy Title IX coordinator at Grinnell College for 11 years and also spent 18 years coaching Division III men's and women's track & field and cross country.

Jen has participated in the NCAA Sexual Assault Task Force, the NCAA Step UP! advisory board, the NCAA Division III Alcohol and Other Drug advisory group, the ACHA campus safety coalition (co-authoring the 2018 toolkit), and currently serves on NASPA's Culture of Respect advisory board and the NIAAA College Working Group. She also represents Minnesota on the board of the North Central College Health Association.

# Our Time Together

As a result of attending this session, participants will be able to:

- Describe protective factors for student-athletes related to mental health and sexual respect.
- Describe risk factors for student-athletes related to mental health and sexual respect.
- Identify campus partners both inside and outside of athletics.
- List key resources in supporting this work.

- What's one thing you'll do new or differently in your work leaning into protective factors?
- Who is one key collaborator you'll connect with?
- What's one resource you will look into?



# Action Steps

# Poll: What is the primary affiliation of those participating today?

- Athletics
- Title IX
- Student Affairs
- Health Promotion / Wellness
- Other

# Poll: How confident are you working with student-athletes?

- Very Confident
- Confident
- Unsure
- Unconfident
- Very Unconfident

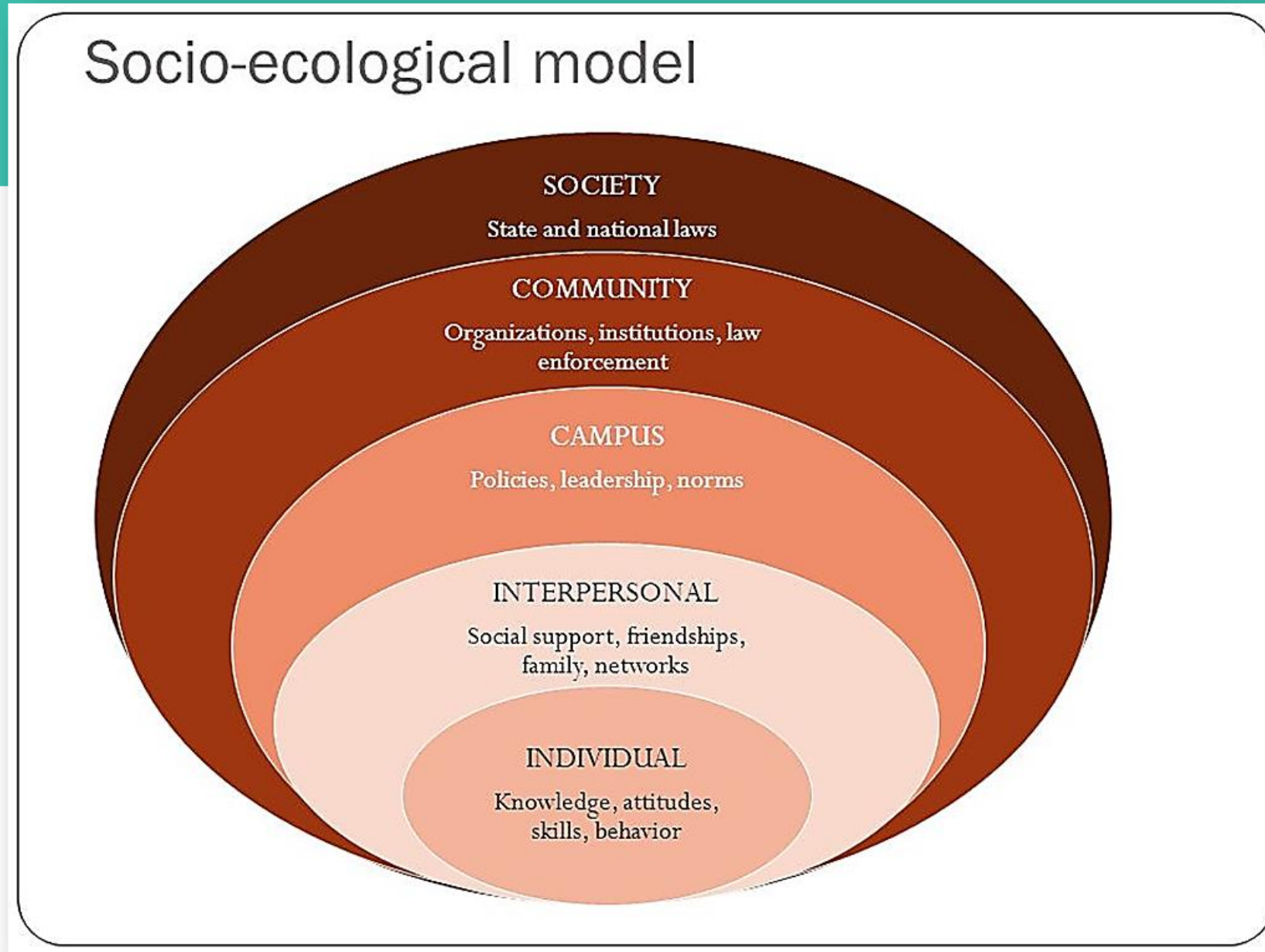


A photograph of a basketball player in a locker room, wearing a blue jersey and shorts, sitting on a bench and holding a basketball. The image is overlaid with a semi-transparent blue filter. The text "Active Bystander Scenario: The Locker Room" is written in white, bold, sans-serif font across the middle of the image.

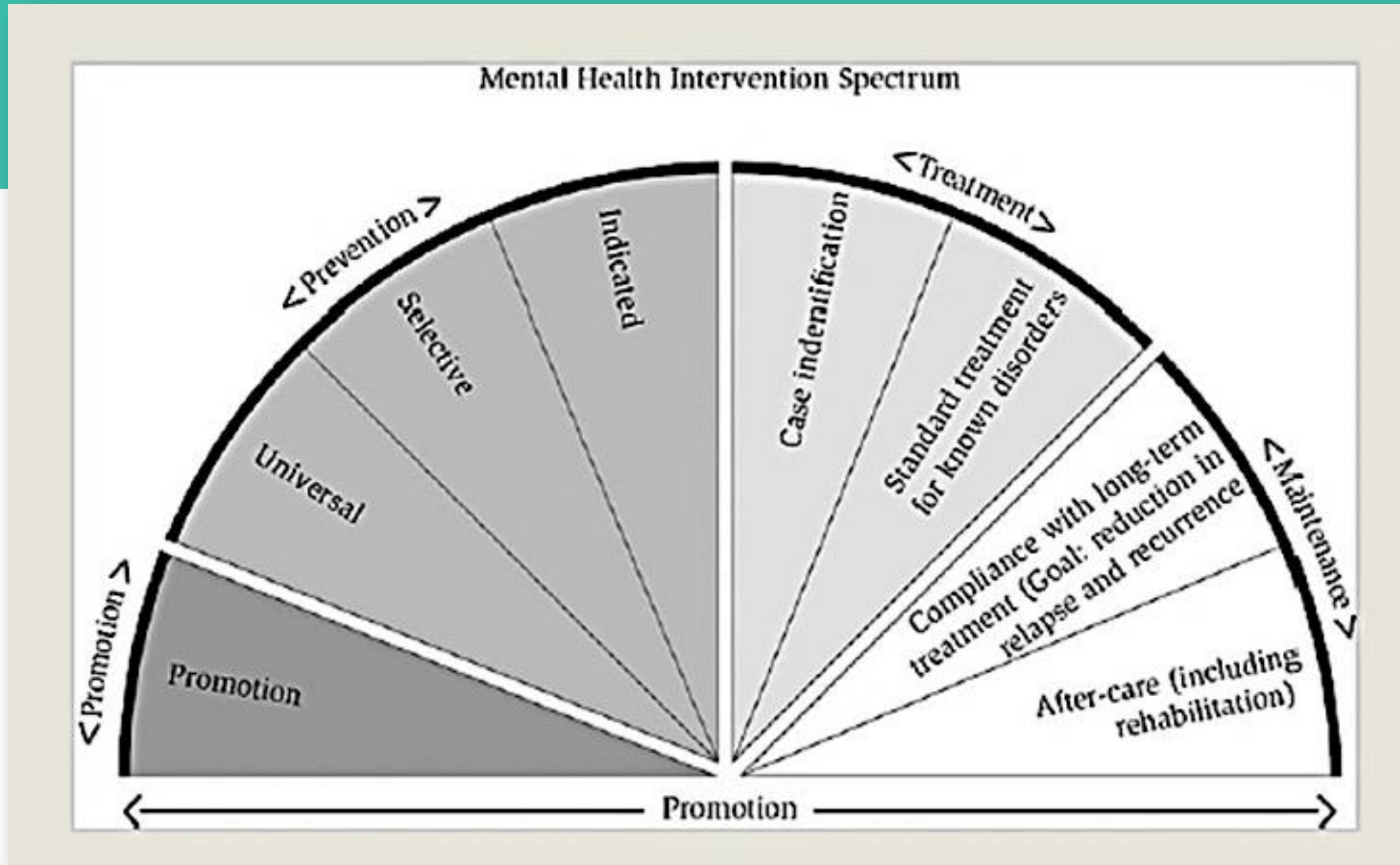
# Active Bystander Scenario: The Locker Room

It's the first week of pre-season. You notice after practice, one of your first-year teammates is changing quickly in a bathroom stall and leaving the locker room without showering. You're not sure if they have been showing up to dinner.

# What It Means to Have a Systems Approach



# Intervention Spectrum for Mental Health



Within the last 12 months, have you had problems or challenges with any the following?

Procrastination	77.0%
Academics	52.0%
Finances	50.8%
Family	39.7%
Intimate relationships	39.5%
Career	37.1%

ACHA-NCHA, Spring 2023 National Undergraduate Report, n = 55,292



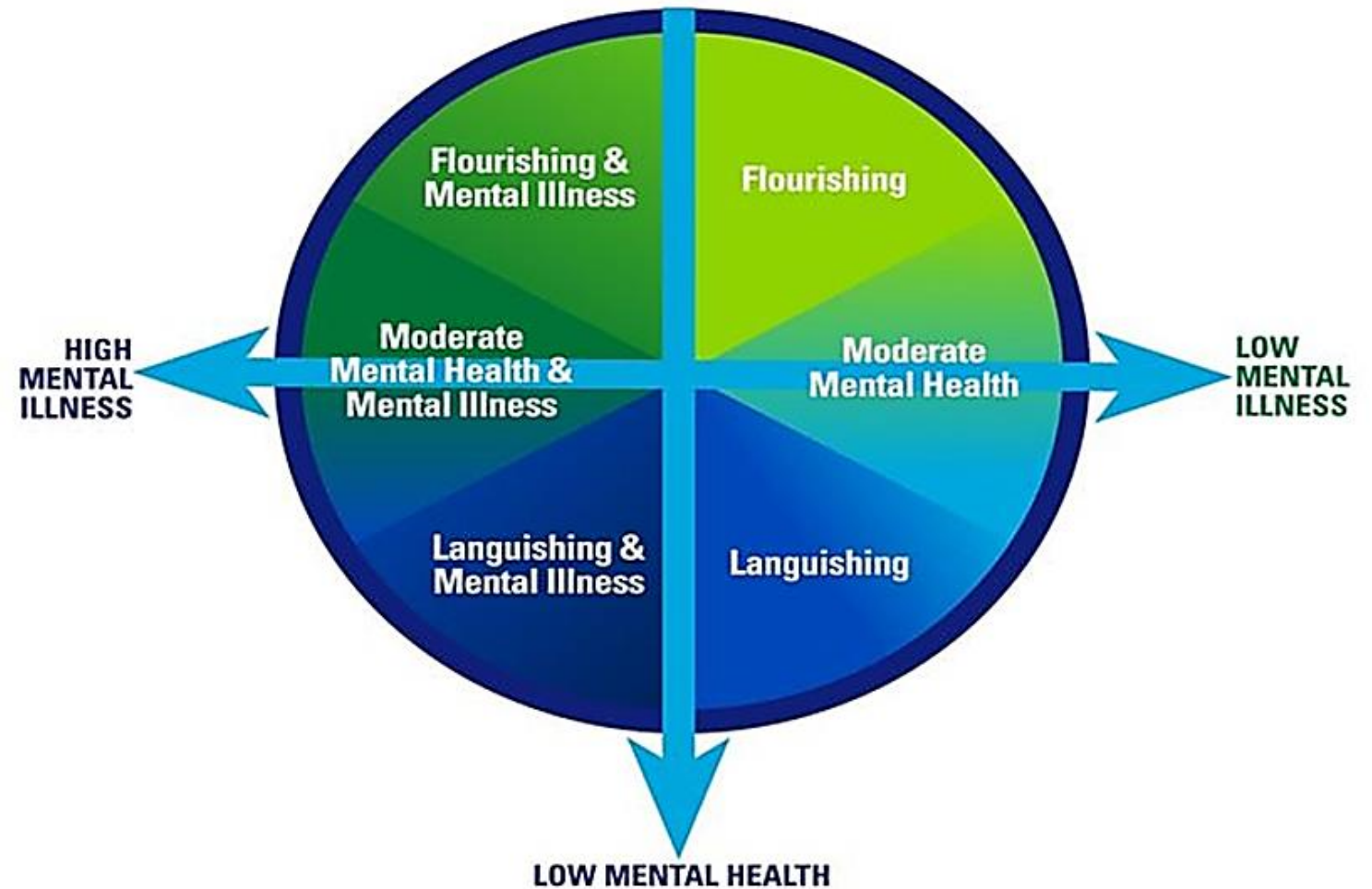
# Common College Student Concerns

# Mental Health AND Flourishing

Keyes C. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. *Journal of Consulting and Clinical Psychology*, 73(3), 539-48.

## Mental Illness and/or Mental Health? Investigating Axioms of the Complete State Model of Health

Corey L. M. Keyes  
Emory University



# Risk Factors and Protective Factors

## Risk Factors

- “Risk factors are characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes” (SAMHSA, 2019).

## Protective Factors

- “Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor’s impact. Protective factors may be seen as positive countering events” (SAMHSA, 2019).
- Protective factors enhance the likelihood of positive outcomes.

A photograph of three student-athletes (two women and one man) stretching on a track. They are leaning over a low barrier, with their hands on the ground. The background shows a track and some trees. The image is overlaid with a semi-transparent blue filter.

# Risk Factors for Student-Athlete Mental Health

- Time Demands
- Workload
- Pressure to Succeed
- Sports Often Promote “Mental Toughness”
- Body Image Concerns
- Injury
- Burnout
- Selection Pressures
- Potential Isolation from Other Students
- Transition Out of Athletics

- Student-Athlete Community
- Close Connection with Staff Member(s)
- Physical Activity
- Structure
- Time / Identity Away from Academics
- Daily Check-Ins
- Continuity of Connection (Summers, Breaks)
- Sense of Belonging
- Motivation to Avoid / Limit Substance Use
- Access to Resources



# Protective Factors for Student-Athlete Mental Health



# Protective Factors and Risk Factors

- What, as an institution and/or an athletic department, can we do to increase the protective factors and to reduce the risk factors?
- How do we do this work at the team, department, and campus level to better reach all student-athletes and all students?
- This allows work to be done in mental health promotion and creates a range of strategies that can proactively create a culture of mental health and support all student-athletes (in addition to the response work we are likely more familiar with, identifying students of concern and referring to counseling).



Thomas Zigo, MSW  
SHACS counselor

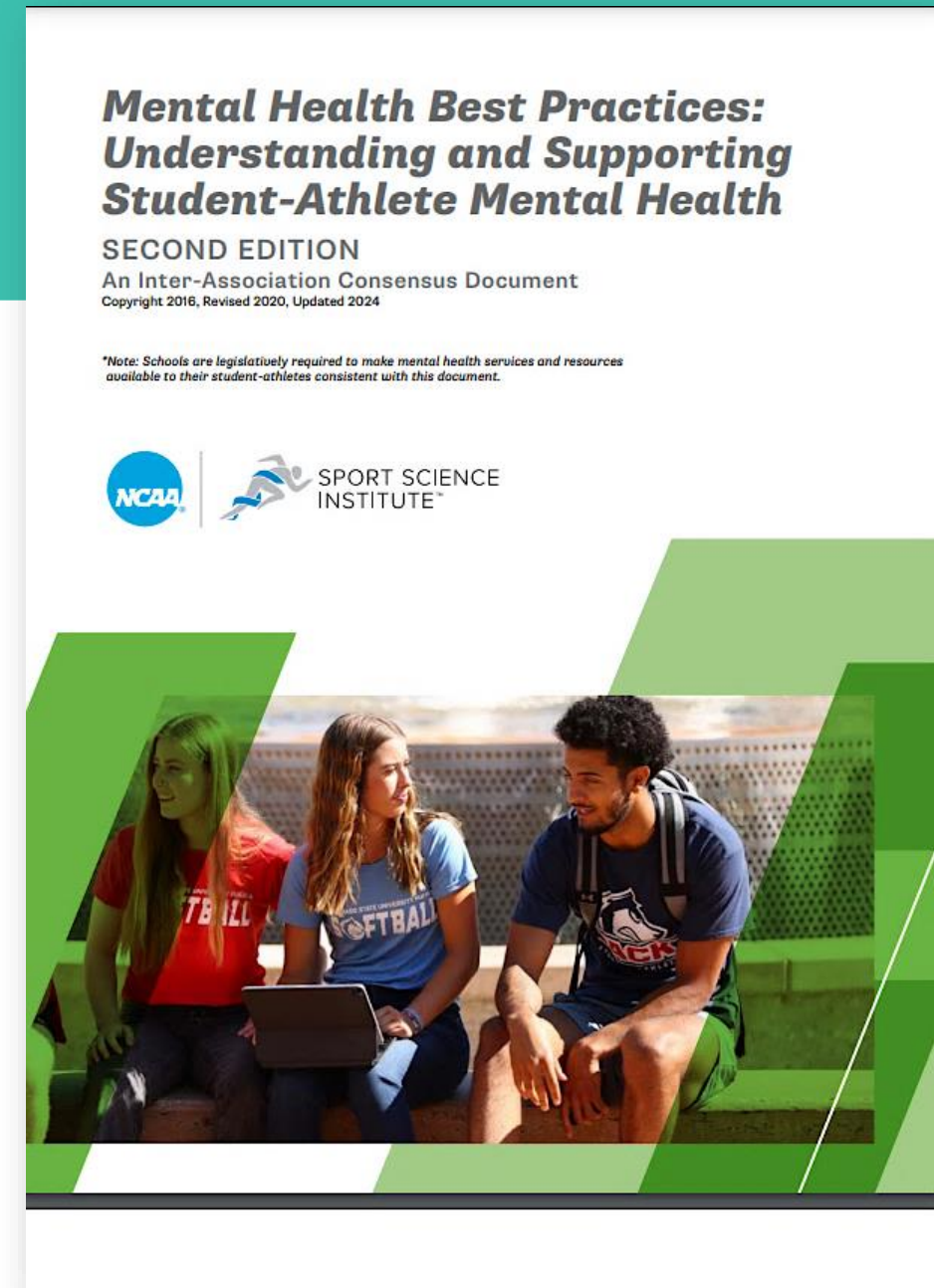
Drop-in hours:  
Tuesdays 3:30-5pm

Athletic  
Training  
Room



# Key Resource: NCAA Mental Health Best Practices (2024)

- Mental health is an important dimension of overall student-athlete health and optimal functioning.
- Emerging adulthood is a particularly important time for supporting mental health.
- Mental health risk and protective factors occur across settings and over time.
- Coaches play an important role in student-athlete mental health and well-being.
- Mental and physical health are inextricably linked.
- Discrimination, maltreatment and psychosocial trauma negatively impact mental health.
- Social media is an evolving and concerning risk factor for poor mental health.
- Collaboration and continuous improvement are essential.



# Key Resource: NCAA Mental Health Best Practices (2024)

1. Creating Healthy Environments that Support Mental Health and Promote Well-Being
2. Procedures for Identification of Student-Athletes with Mental Health Symptoms and Disorders, Including Mental Health Screening Tools
3. Action Plans that Outline Referral Pathways of Student-Athletes to Qualified Providers
4. Licensure of Providers who Oversee and Manage Student-Athlete Mental Health Care

## Checklist

### MENTAL HEALTH BEST PRACTICES CHECKLIST: BEST PRACTICES FOR MEMBER SCHOOLS IN SUPPORTING AND PROMOTING STUDENT-ATHLETE MENTAL HEALTH AND WELL-BEING

This checklist serves as a supplement to the Mental Health Best Practices, Second Edition, and is intended to aid membership in implementation of Mental Health Best Practices; it is not intended to serve as a stand-alone document. Completion of the Mental Health Best Practices Checklist should be done in accordance with the best practice recommendations and foundational principles discussed in the Mental Health Best Practices.

#### Best Practice 1:

##### Create Healthy Environments That Support Mental Health and Promote Well-Being

###### CORE COMPONENTS:

- A written plan that is developed in collaboration with a licensed mental health care provider.
- Plan includes multiple levels for mental health promotion programming, such as:
  - Individual student-athletes.
  - Teams and the personnel that comprise them.
  - Athletics departments.
  - Campus culture and policy.
  - Community, state and federal culture and policy.
- Plan considers diversity, equity and inclusion throughout all aspects of health promoting environments.

###### ADDITIONAL ELEMENTS TO CONSIDER:

- Train and support coaches about mental health and their role in mental health promotion. Relevant topics may include mental health first aid, mental health literacy, trauma-informed coaching, cultural sensitivity, empathic listening and resources for supporting and promoting coach mental health.
- Provide opportunity for athlete-facing staff to have a working knowledge of trauma-informed approaches.
- Provide annual education about the importance of sleep for health and performance and strategies for improving sleep hygiene.
- Provide guidance and support related to social media and NIL.
- Engage recruits and their families through sharing information about mental health resources and mental health promotion initiatives.
- Develop a written plan to support student-athletes in preparing for a successful transition in or from sport.
- Consider continuous improvement processes that consider dynamic multilevel risk and protective factors of student-athlete mental health and well-being.

#### Best Practice 2:

##### Procedures for Identification of Student-Athletes With Mental Health Symptoms and Disorders, Including Mental Health Screening Tools

###### CORE COMPONENTS:

- Use validated screening tools as part of a process to identify student-athletes experiencing psychological distress.
- Screen all student-athletes at least once annually, with consideration for pre-participation examination screening as a baseline.
- Screening is used in consultation with a licensed mental health care provider.

###### ADDITIONAL ELEMENTS TO CONSIDER:

- In addition to screening for psychological distress, screen for specific mental health disorders and risk factors.
- Use screening tools that have athlete-relevant cut points and/or screening tools that have been validated diverse populations.
- To foster trust with student-athletes, share screening information with student-athletes on an annual basis, including the purpose of screening and what happens after screening.
- Have athlete-facing staff complete evidence-based training in mental health literacy.
- Consider continuous improvement strategies that help ensure mental health screening is meeting student-athlete and member school needs.

## **For All Students:**

Mental Health First Aid

<https://www.mentalhealthfirstaid.org/>

VAR

<https://www.activeminds.org/>

QPR

<https://qprinstitute.com/>

## **For Student Athletes:**

The Hidden Opponent

Resources for Student-Athletes AND Staff

<https://www.thehiddenopponent.org/>

University of Michigan Athletes Connected

<https://athletesconnected.umich.edu/>

NCAA Apple Training Institute

<https://apple.studenthealth.virginia.edu/>



# Other Key Resources

A photograph of two female athletes sitting on a bench in an outdoor athletic setting. The athlete in the foreground is wearing a white shirt and a white visor, looking towards the other athlete. The athlete in the background is wearing a blue shirt and is smiling while looking at a smartphone. The background shows a blurred outdoor area with some equipment.

# Sexual Respect

- Why “Sexual Respect”?
- Bias in How the Research Is Done
- How We’re Going to Talk about Risk Factors
- In Any Athletics Space, There Are Likely Survivors
- Simplification for Today’s Specific Discussion

. . . is not the stage of change a student is in, but the level of defensiveness they feel leaving the meeting.

“The finding that higher levels of defensiveness were associated with greater post-sanction drinking is consistent with prior research ([Palmer, 2004](#); [Palmer et al., 2010](#)) where highly defensive participants evidenced the worst outcomes, including increased their drinking, following a sanction and mandated intervention.” *(Palmer, Kilmer, Ball, & Larimer, 2010; Logan, Lewis, Mastroleo, Kilmer, & Larimer, 2015)*

Reactance can occur when someone is heavily pressured to accept a certain view or attitude. Reactance can cause the person to adopt or strengthen a view or attitude that is contrary to what was intended, and also increases resistance to persuasion.



# The Role of Defensiveness and Resistance



# (Modifiable) Risk Factors for Sexual Aggression

- Alcohol Problems
- Supportive Peer Norms
- "The more that young single men reported having conversations with their male friends that used sexually objectifying language to describe women, the more likely they were to report being sexually aggressive with a woman that year."

<https://clas.wayne.edu/psychology/spotlights/antonia-abbey-exploring-psychosocial-factors-that-influence-sexual-assault-survivors-recovery-109664>

## College Students

- High Levels of Empathy
- “Feeling comfortable discussing women using equalitarian language with male friends reduced the likelihood of sexual aggression that year.”

<https://clas.wayne.edu/psychology/spotlights/antonia-abbey-exploring-psychosocial-factors-that-influence-sexual-assault-survivors-recovery-109664>

## Student-Athletes

- Potential for Positive Team Norms
- Shared Values
- Accountability
- Looking Out for Each Other
- Training Expectations
- Leadership (Students and Staff)
- Socialize Together



# Protective Factors for Sexual Respect



# Key Resource: ACHA Toolkit (2018)

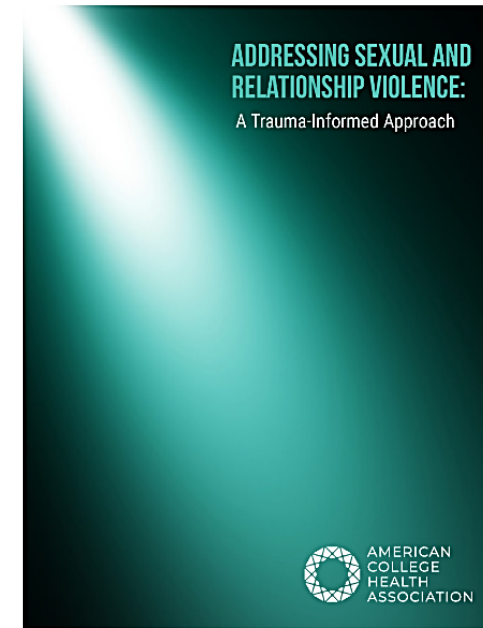
## Key Sections:

### PUBLIC HEALTH FRAMEWORK

- Ecological Approach
- Social Justice Orientation with Special Attention to Cultural Awareness
- Understanding and Incorporating Intersectionality into Primary Prevention
- Using Theoretical Models to Support a Public Health Approach
- Transtheoretical Model / Stages of Change
- Health Belief Model and Extended Parallel Process Model

## Addressing Sexual and Relationship Violence: A Trauma-Informed Approach

Updated September 8, 2020



This toolkit describes a public health model of trauma-informed care and provides guidance on engaging all campus constituents in creating a trauma-informed campus. The toolkit provides institutions of higher education with a comprehensive, meaningful resource to utilize when developing prevention programming as well as response to incidents of sexual violence experienced by members of the campus community.

Developed using best practices, current research, and resources from key organizations, including The U.S. Centers for Disease Control (CDC), the Substance Abuse and Mental Health Services Administration (SAMHSA), and the National Child Traumatic Stress Network (NCTSN), ACHA's toolkit recommends a trauma-informed framework to better address the impact sexual violence has on campus community members.

Campus sexual and relationship violence are serious public health issues adversely affecting college and university students because students cannot learn in an atmosphere in which they do not feel safe. In its 2016 Position

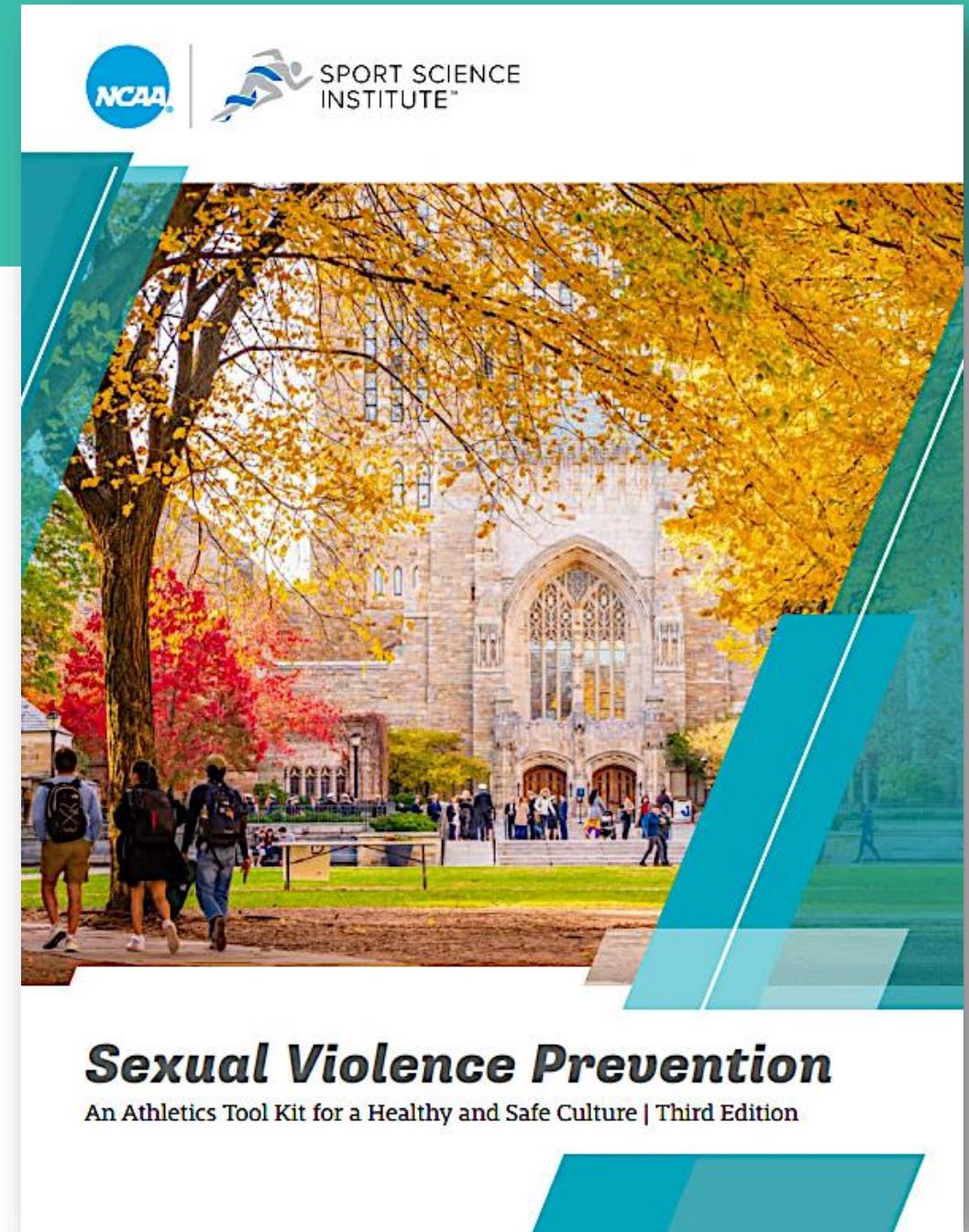
### PREVENTION OF SEXUAL AND RELATIONSHIP VIOLENCE

- Rape Culture
- Bystander Intervention
- Male Involvement with Prevention Education
- Utilizing Social Norms in the Prevention of Sexual and Relationship Violence

# Key Resource: NCAA Violence Prevention Guide (2019)

## Five Areas of Commitment (+ Checklists!)

1. Leadership
2. Collaboration
3. Compliance and Accountability
4. Education
5. Student-Athlete Engagement



# Key Resource: NCAA Violence Prevention Guide (2019)

## CORE COMMITMENT NO. 2

### Collaboration

Meaningful progress in sexual violence prevention efforts requires cross-campus collaboration.

Collaboration is a process through which people work together for a common purpose and support one another's efforts. Athletics calls this process teamwork.

Athletics departments can "team" with other campus departments, taking advantage of available campus resources and working to succeed at two different levels: the development of campus-wide policy and the tactical implementation of programs. Bringing together the right people, valuing their work, providing them with resources

and holding them accountable can initiate and contribute to the kind of cultural change that can dramatically impact sexual violence prevention efforts.

Collaborators contribute energy, expertise, experience, diverse perspectives and influence to accomplish the team's mission. Student-athletes and those who directly influence them – coaches, sports medicine professionals, academic support personnel and others – should all be considered as potential stakeholders on the collaboration team.

#### COLLABORATION CHECKLIST

##### Examples of cross-campus leadership collaboration:

- ❑ Coordinated outreach between designated athletics department personnel and other campus service providers.
- ❑ Development of a collaboration team that leads communication and related efforts between various campus departments and communities. This team may include, among others:
  - » Student-athletes.
  - » Coaches.
  - » Title IX coordinator.
  - » Life skills administrators.
  - » Athletics Health Care Administrator (AHCA) and sports medicine professionals.
  - » Faculty athletics representatives.
  - » Health and counseling services personnel.
  - » Student affairs representatives.
  - » Campus law enforcement representatives.
  - » Public safety personnel.
  - » Wellness/health/peer education stakeholders.
  - » Disability support services personnel.
  - » Residence life personnel.
  - » Fraternity and sorority life representatives.
  - » Public health agency representatives.
  - » Campus legal counsel and risk management personnel.
  - » Community sexual assault resource representatives.
  - » Local law enforcement representatives.
- ❑ Proactive and regular engagement between designated athletics department personnel, the campus Title IX coordinator and other members of the collaboration team or applicable campus stakeholders.
- ❑ Athletics staff and student-athlete involvement in and support of campus activities and efforts related to topics such as substance misuse, diversity and inclusion, wellness, and sexual and other violence prevention and response.
- ❑ Proactive and meaningful engagement of student-athletes, coaches, other athletics department personnel, the Title IX coordinator and other campus experts and stakeholders as part of the development, implementation and evaluation of the athletics department's sexual violence education programming.
- ❑ Close and planful collaboration between athletics department personnel, the campus chancellor/president and campus Title IX coordinator related to compliance with the NCAA Board of Governors Policy on Campus Sexual Violence and corresponding annual attestations.
- ❑ Athletics department involvement in the regular evaluation of overall campus climate related to the prevention of sexual, interpersonal and other forms of violence.

#### COLLABORATION IMPLEMENTATION TOOLS

- Campus Collaboration Tool:  
This tool is located in the resources section on [page 16](#) of this document.

## CORE COMMITMENT NO. 5

### Student-Athlete Engagement

Student-athlete involvement can contribute to positive culture change.

Student-athlete commitment to respect and concern for the dignity and welfare of all students can play a critical role in the success of a sexual violence prevention program. Member schools should carefully consider how to fully engage student-athletes in planning and implementing sexual violence prevention efforts and how they can be integrally involved in program planning and implementation and receive information and life-skills training that

empower them to address emerging concerns and appropriately intervene.

Additionally, schools should contemplate how best to encourage student-athletes to be active, visible participants in the broader campus and societal efforts to prevent sexual violence, including how they can sponsor activities and create opportunities for student-athlete involvement with their campus peers who are not athletes.

#### STUDENT-ATHLETE ENGAGEMENT CHECKLIST

##### Examples of meaningful ways to involve student-athletes in prevention efforts:

- ❑ Invitations for student affairs representatives to meet with student-athletes to identify and discuss opportunities for student-athlete involvement in campus life and student organizations.
- ❑ Leadership training for student-athletes (Student-Athlete Advisory Committee members, "student-athlete mentors," team captains and others) that includes education regarding their roles in creating and maintaining a culture free from sexual violence.
- ❑ Incentives for student-athletes to participate in campuswide prevention efforts and programming focused on creating and supporting safe and healthy campus life.
- ❑ Incentives for coaches and other athletics personnel to support student-athlete involvement in campuswide prevention efforts, as well as athletics conferences
- and NCAA initiatives designed to facilitate sexual violence prevention.
- ❑ Ongoing evaluation of whether and to what extent student-athletes are involved in meaningful engagement by looking at, among other things:
  - » The nature of their involvement (e.g., as leaders, facilitators, learners, contributors).
  - » The types of activities in which they are involved (e.g., information sessions, skill-development training, collaboration).
  - » The extent of their involvement (e.g., volume of participants, team representation, frequency/duration of commitment).

#### STUDENT-ATHLETE ENGAGEMENT IMPLEMENTATION TOOLS

- Student-Athlete Mentor: This APPLE Institute resource trains student-athletes to be active supporters for their peers. [www.appleathletics.org](http://www.appleathletics.org)

# Engage Student-Athletes as Allies

## TROJAN AD CAMPAIGN (~2016)



## The Wilson Center for Innovation and Leadership

In support of Sexual Assault Awareness Week.

### *Student-Athletes' Role in Preventing Sexual Misconduct, Promoting Sexual Respect, and Supporting Victim/Survivors*



Tuesday,  
February 28th  
11 am – 12 pm  
JRC 101

Representatives from several student-athlete leadership groups (SAAC, SALSC, and SAMs) will be sharing their efforts in both comprehensive efforts to prevent sexual misconduct, promote sexual respect, and also their training and responsibilities in the support of peers who are victim/survivors.

Each university chancellor / president, director of athletics and campus Title IX coordinator\* must attest annually that:

1. The athletics department is informed on, integrated in, and compliant with institutional policies and processes regarding sexual violence prevention and proper adjudication and resolution of acts of sexual and interpersonal violence.
2. The institutional policies and processes regarding sexual violence prevention and adjudication, and the name and contact information for the campus Title IX coordinator\*, are readily available within the department of athletics, and are provided to student-athletes.
3. All student-athletes, coaches and staff have been educated each year on sexual violence prevention, intervention and response, to the extent allowable by state law and collective bargaining agreements.

An aerial photograph of a university campus. In the foreground, a large, modern stadium with a blue roof and green field is visible. The stadium is surrounded by various university buildings, including dormitories and academic buildings. The background shows a city skyline with several tall skyscrapers under a clear sky.

# NCAA Board of Governors Requirements

- Opportunity to Focus on What TO Do + Engage People as Allies
- Facilitator(s) Should Check Their Own Bias
- Name Protective Factors up Front
- Ask “What Are You Already Doing That Is Working?”
- Help Group Find Their Buy-In
- Remember There Are Likely Survivors in the Space
- Use Care in Devising Scenarios
  - “You’re in the locker room and one of your teammates starts talking about a hot girl that he is hoping to score with on Saturday.”
  - “Devise a scenario where a team tradition might be leaving people out.”



# Active Bystander Session with Student-Athletes

# Key Resource: Step UP! Active Bystander Site

**Step UP!**

HOME ABOUT FACILITATORS STUDENTS **TOPICS** PRESS ROOM CONTACT f 🔍

*Have you ever been concerned about a situation and wanted to help... but didn't?*

## YOU'RE NOT ALONE

This situation is more common than you might think, and is known as the bystander effect. That's why we created the Step UP! Bystander Intervention Program.

LEARN MORE TOPICS

- ALCOHOL AND ALCOHOL POISONING
- ANGER
- DEPRESSION
- DISCRIMINATION
- DISORDERED EATING
- GAMBLING
- HAZING
- RELATIONSHIP ABUSE
- SEXUAL ASSAULT

# Key Collaborators

## In Athletics

- Athletic Director
- Senior Woman Administrator
- Life Skills
- Athletic Trainers
- Faculty Athletic Representative
- Coaches
- SAAC
- Other Student-Athlete Groups
- Student-Athletes

## In Student Affairs

- Health & Wellness
- Health Promotion
- Violence Prevention
- Residential Life
- Conduct
- DEI
- Disability Resources
- Leadership / Engagement
- Orientation

## Other Campus Partners

- Title IX
- Faculty
- Relevant committees
- Relevant student orgs
- Institutional Research





# Action Steps

- What's one thing you'll do new or differently in your work leaning into protective factors?
- Who is one key collaborator you'll connect with?
- What's one resource you will look into?



## **Jen Jacobsen**

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# How Vector Solutions Can Help

Foster a Supportive Environment for College Athletes and Athletic Staff

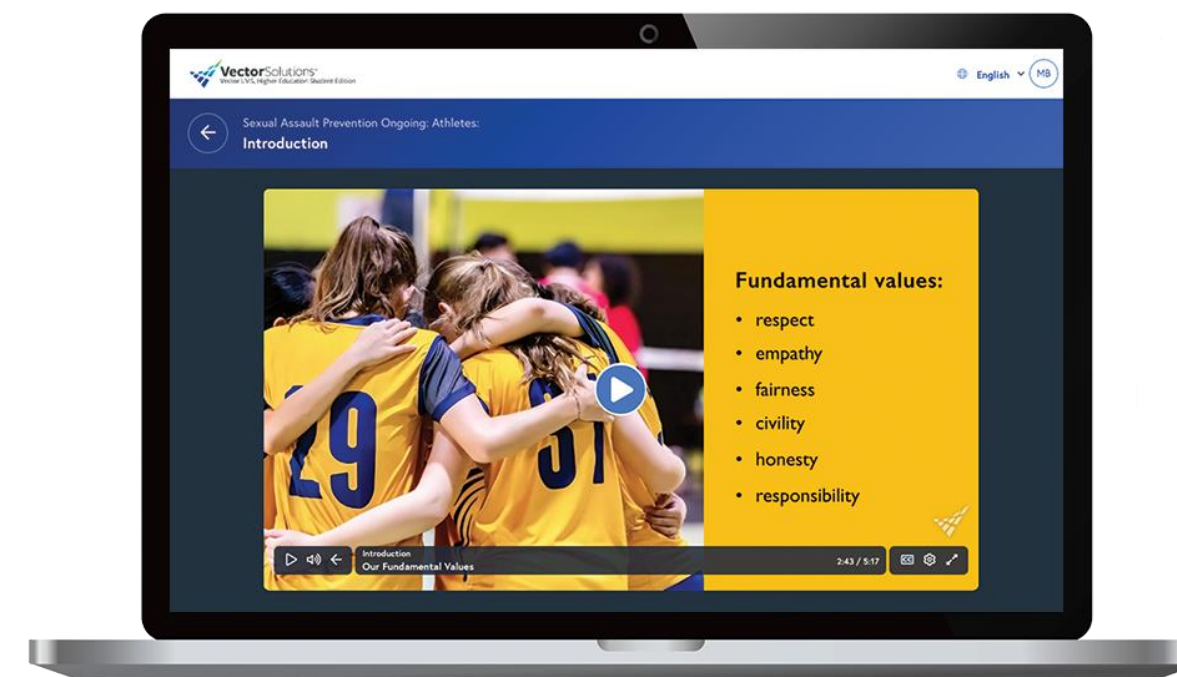
## Athletics Library

### Student-Athletes:

- Sexual Assault Prevention for Athletes
- Sexual Assault Prevention Ongoing: Athletes
- Mental Well-Being for Athletes
- Sexual Violence Prevention Essentials for Athletes

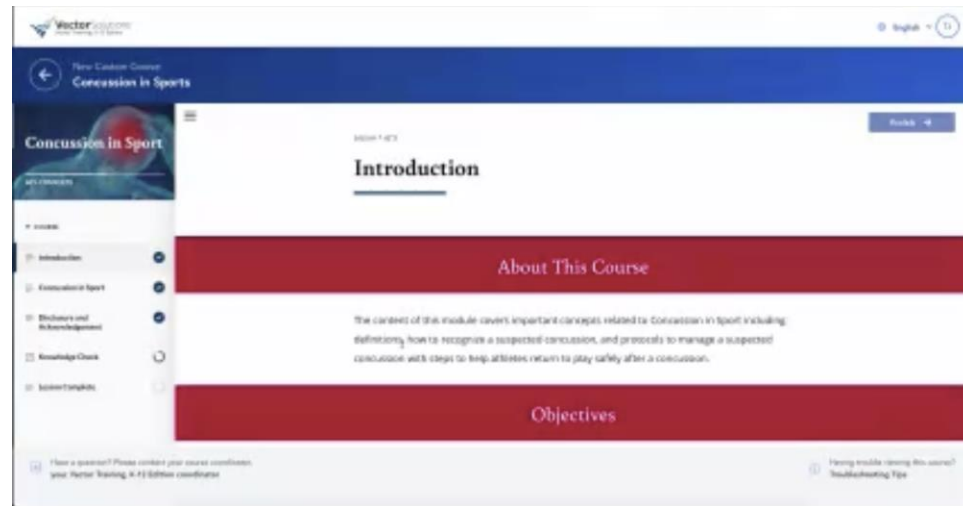
### Athletic Staff:

- Sexual Assault Prevention for Athletic Staff
- Athletic Liability
- Concussion Awareness: Athletics for Staff
- Title IX and Gender Equity in Athletics





# The USCAH Athletic Training Safety Library



- **46 NEW courses** focused on preventing catastrophic injuries in sports.
- Every course is an average of **30 minutes in length** and is authored by USCAH.
- 16 courses in the library support the educational objectives of the interassociation recommendations: Preventing Catastrophic Injury and Death in Collegiate Athletics. **(Required by NCAA institutions)**
- The main audience of these courses is **athletic staff, coaches, support staff, administrators and officials**, but some institutions choose to offer them to their athletes as well.

**COMING SOON!**

# Q&A

*Note: If your question doesn't get answered during the allotted time, we will follow up by email.*

**Additional Questions?** Visit us at [VectorSolutions.com/HE](https://VectorSolutions.com/HE)



**Thank You!**

