

## QUESTIONS, REQUESTED RESOURCES AND ADDITIONAL INPUT FROM THE SESSION, “FARs Role in Supporting Student Athletes in the Time of COVID”

### QUESTIONS:

1. Does creating research, leadership, etc. opportunities, specifically for student-athletes, constitute a benefit that may be considered impermissible for some divisions?
  - a. For DIII, legislation passed in 2020 permitted development of leadership programs, but there were specific guidelines.
  - b. If you are using institutional resources that are available to all students, it does not seem like it should be an issue. If you plan to pay outside folks to come in and work only with student-athletes, it is highly recommended to check with your Compliance Team before making plans. Also, consider Title IX requirements when providing resources to student-athletes (this point has come up in several conversations related to NIL resources).
2. What are some specific responsibilities and duties that Faculty Athletics Representatives (FARs), and how are they related to the topics discussed in the webinar?
  - a. This likely depends on each campus - the FARA website (<http://farawebsite.org/>) has some job descriptions for FARs as well as some additional tasks and activities FARs may do to support student-athletes and the athletics department.
  - b. DIII has published a resource guide “A Highly Engaged FAR” which is available on the NCAA website
    - i. [https://ncaaorg.s3.amazonaws.com/governance/d3/far/D3FAR\\_EngagementBestPracticesBooklet.pdf](https://ncaaorg.s3.amazonaws.com/governance/d3/far/D3FAR_EngagementBestPracticesBooklet.pdf)
    - ii. [https://ncaaorg.s3.amazonaws.com/governance/d3/far/D3FAR\\_EngagementCampus.pdf](https://ncaaorg.s3.amazonaws.com/governance/d3/far/D3FAR_EngagementCampus.pdf)
3. What are the panelists doing to engage faculty on their campus? What are the panelists doing to help encourage faculty to be more receptive to athletics departments and student-athletes, particularly with the different needs they may have.
  - a. This question was answered live in the Q&A. Please refer to the Q&A portion of this session’s video recording.
4. How can FARs help with student-athletes dealing with not having the opportunity to play?
  - a. A great first step is acknowledging that this is a real source of sadness for SAs rather than downplaying its impact. In fact, it can be devastating for student athletes across all divisions. Liaising with coaches and Faculty Athletic Mentors (FAMs) to create opportunities for SAs to partake in some of the many other reasons they enjoy being student athletes outside of competition is a good start.
  - b. Talking with campus resources, such as counselors, can also be helpful for student-athletes. Additionally, if your campus SAAC is interested in doing

programming on this topic, peer-to-peer connections, especially across teams or even scholls, can be a powerful source of comfort as the sadness is normalized.

5. What types of questions are asked in a generative knowledge interview?
  - a. Typically, in generative knowledge interviews the goal is to have students make connections between their leadership/athletic experiences and the next stage of life. The themes should be broad so there is flexibility in answers. For example, some good general questions might be:
    - i. Tell me about a time when you were involved in a miscommunication. What was the situation? Who was involved? How did you work to resolve the situation? What did you learn from the experience?
    - ii. Tell me about a time when you felt a strong sense of commitment. What was the situation? Who was involved? Why did you feel this way? How do you feel you contributed to the team? What did you learn from that experience that could be applied to this job/graduate program?
6. How are universities utilizing Faculty Athletic Mentors? How are faculty being identified for these programs and how are these programs advertised on campus? What are some guidelines/best practices for these programs?
  - a. FARA website has some great resources on this: <http://farawebsite.org/faculty-mentor-programs/>
7. How are FARs initiating conversations with student-athletes given social-distancing and COVID-19 guidelines (limited face-to-face meetings or walking around the department)?
  - a. This question was answered live in the Q&A. Please refer to the Q&A portion of this session's video recording.
8. How active are the panelists in the day to day operations of your respective athletic departments?
  - a. This question was answered live in the Q&A. Please refer to the Q&A portion of this session's video recording.
9. From a student-athlete leader on my campus: "I believe if faculty members were better aware of the deeper signs of depression/anxiety they would be able to improve the trust of their relationships with the student athlete". How could we as faculty members become better "trained" to be aware of those signs?
  - a. This question was answered live in the Q&A.
  - b. Additionally, the NCAA Sport Science Institute has created a mental health module for FARs: <http://s3.amazonaws.com/ncaa/files/ssi/mental-health/toolkits/far/story.html>

## REQUESTED RESOURCES:

1. Assessment Tool Discussed by Chris (re: Coping Skills)
  - a. The inventory is in the article referenced below (2.a.). Here is the definition from the APA Dictionary of Psychology: Athletic Coping Skills Inventory (ACSI) - a self-report inventory used to assess an individual's psychological skills in seven sports-specific areas: (a) coping with adversity, (b) peaking under pressure, (c) goal setting and mental preparation, (d) concentration, (e) freedom from worry, (f) confidence and achievement motivation, and (g) coachability. The most recent version of the inventory is the **ACSI-28**, published in 1995. It consists of 28 statements (e.g., "I feel confident that I will play well") to which participants respond using a 4-point Likert scale, ranging from *almost never* to *almost always*. [developed by U.S. psychologist Ronald E. Smith (1940– ), statistician Robert W. Schutz, U.S. psychologist Frank L. Smoll (1941– ), and U.S. psychologist John T. Ptacek (1962– )]
2. Research Paper referred to by Chris (re: Coping Skills)
  - a. Smith, R.E., Schuts, R.W., Smoll, F.L., & Ptacek, J.T. (1995). Development and Validation of a Multidimensional Measure of Sport-Specific Psychological Skills: The Athletic Coping Skills Inventory-28. *Journal of Sport & Exercise Psychology*, 17, 379-398. (This is the original study. If you search "athletic coping skills inventory 28" the body of research that has employed this tool will be available.
3. Resources concerning the 7C's leadership model mentioned by Brian:
  - a. The Social Change Model of Leadership is outlined in the book *Leadership for a Better World* (Komives, S. R., & Wagner, W. (Eds.). (2016). *Leadership for a better world: Understanding the social change model of leadership development*. John Wiley & Sons)
  - b. A full copy of the *Leadership for a Better World* instructor's manual is available for free: [https://cpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/b/1275/files/2014/11/leadership\\_for\\_a\\_better\\_world-q4hvb1.pdf](https://cpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/b/1275/files/2014/11/leadership_for_a_better_world-q4hvb1.pdf)
  - c. By doing a simple Google search for the 7 C's of Leadership you will have access to tons of practical resources from different schools and organizations.
4. Mental Health Training Information
  - a. From NCAA: <https://www.ncaa.org/sport-science-institute/supporting-student-athlete-mental-wellness>
  - b. From IOC: <https://www.sportsoracle.com/Mental+Health/Home/>
5. Examples of model programs focusing on leadership development:
  - a. University of Michigan has some great resources and could be a good place to begin (<https://athletesconnected.umich.edu/>; <http://lead.ath.umich.edu/>)

- b. Portland State University is also in the process of building their pathway program and here is a [draft copy of their pathway outline](https://drive.google.com/file/d/1UA9-K4YSsnw_In5EaEEgyNHKrnE8jMmZ/view):  
[https://drive.google.com/file/d/1UA9-K4YSsnw\\_In5EaEEgyNHKrnE8jMmZ/view](https://drive.google.com/file/d/1UA9-K4YSsnw_In5EaEEgyNHKrnE8jMmZ/view)
  - c. Working with institutions in your conference can also be a huge advantage as you can share resources and responsibility for certain programs.
- 6. NCAA Research GOALS and COVID-19 Well-Being studies
  - a. <https://www.ncaa.org/about/resources/research/ncaa-goals-study>
  - b. <https://www.ncaa.org/about/resources/research/ncaa-student-athlete-covid-19-well-being-study>

#### **OTHER RESOURCES, COMMENTS AND IDEAS PROVIDED BY THE MEMBERSHIP**

- One of the strategies we have used to link faculty with teams, coaches and athletes is our Faculty Mentor Program ... in which we pair 1-2 faculty members with each team. There is a company called Kognito that does faculty training for identifying mental health issues.
- Excellent points and I wonder how many athletic programs have educational sport psychology expertise (not clinical, but educational in nature and supplementary to clinical services)