

**Resilience for the Rocky Road:
Supporting first year student-athletes in their
transition to college**

**Student-Athlete Workbook
In-Person Workshops**

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Overview of the Student-Athlete Workbook

Enclosed in this workbook to the program and four modules designed around student-athletes challenges as they transition from high school to college. These four workshops include “Starting the journey with a balanced student-athlete identity”, “Coping with bumps along the road”, “Who’s got my back: Exploring social support for student-athlete”, and “Focus on the road ahead: Developing as a current and future leader”. Workshops were designed to be conducted in sequence but with slight modifications could be reordered or delivered individually.

In each workshop lesson plan you will find distinct program components:

- **Overview and Rationale** – This section provides a very brief research summary for why the topic is important for student-athlete development. These are designed to provide some idea of why the topic was chosen and why we hope that student-athletes develop these skills throughout their athletic career.
- **Expected Learning Outcomes** – This section provides specific statements for what student-athletes should know or be able to complete at the end of the workshop. The Expected Learning Outcomes were conceptualized first and activities in each workshop were designed to help athletes complete these tasks.
- **Provided Documents** – This section overviews the documents, activities and worksheets for the module.

Week 0 – “Overview of Program - Resilience for the Rocky Road”

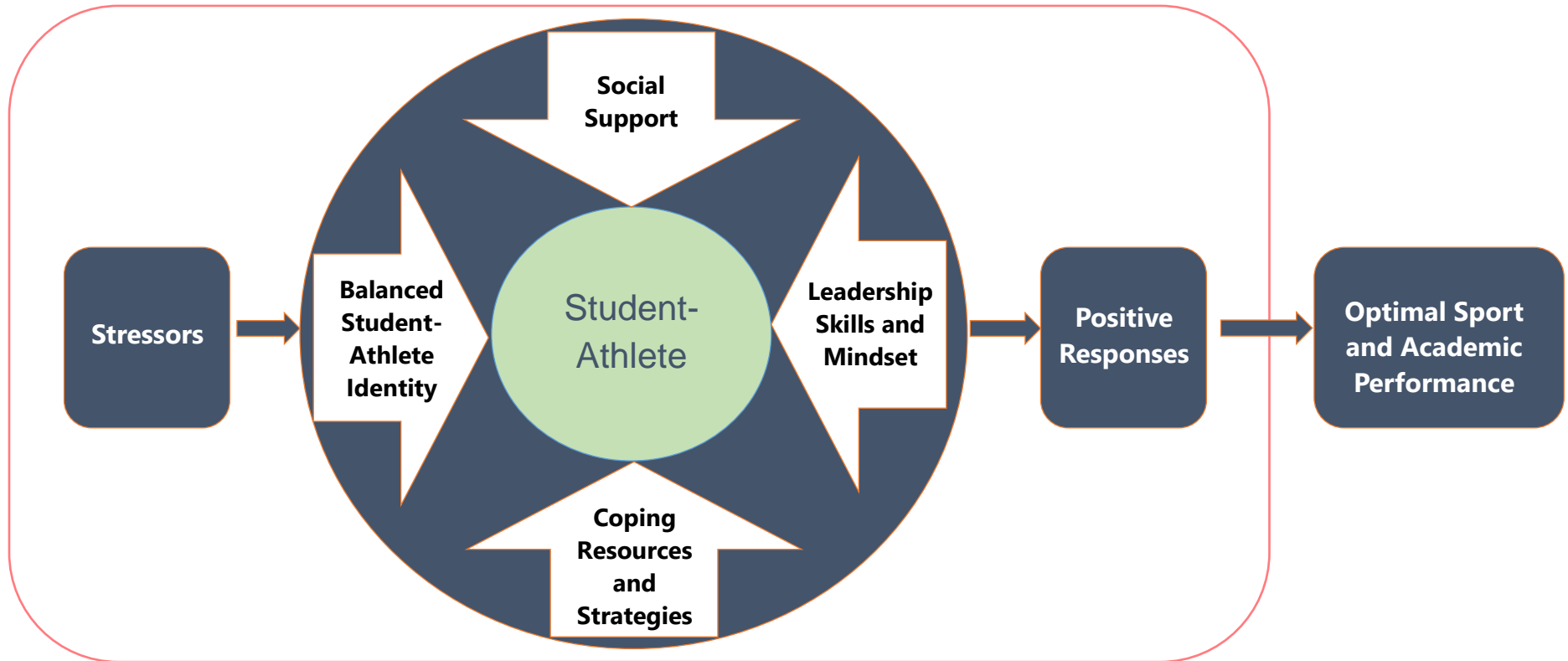
Overview and Rationale

The transition from high school to college brings many challenges, yet also presents the opportunity for personal growth and development (Compas, Wagner, Slavin, & Vannatta, 1986; Gayles & Baker, 2015). Academically and socially, students encounter increased course rigor, decreased in-class time, and adjustment to new social groups (Kadison & DiGeronimo, 2004). Additionally, student-athletes encounter scrutiny from the public, extensive time commitments, and physical and mental demands as they combine athletic and academic pursuits (Carodine et al., 2001). For first year student-athletes, resilience emerges as a psychological quality that *can* greatly benefit student-athlete development. Strengths-based programming can aid in student-athletes creating a more holistic student-athlete experience linked to increased self-esteem (Martin, 1999), quality of life (Groff, Lundberg, & Zabriskie, 2009), and athlete satisfaction (Burns, Jasinski, Dunn, & Fletcher, 2012). Currently, several NCAA institutions offer programming to aid in this transition. However, little empirical data has been collected to assess the success of such programs, and programs have little standardization between institutions (Ohashii & Martin, in preparation). Because of the variation between programs, there is a need for systematic evaluation of standardized curriculum. Further, as NCAA institutions vary in available resources, creating multiple modes of programming can make programs more accessible to a larger number of member institutions and allow for the greatest impact. The following multi-modal resilience-based educational curriculum focuses on developing a healthy student-athlete identity, stress management and coping skills, social networks, and a leadership mindset.

Expected Learning Outcomes

- #1. Athletes understand the program's four components
- #2. Athletes begin to conceptualize the definition of resilience

Resilience Program Model (adapted from Fletcher & Sarkar, 2012)



Week 1 - “Creating a balanced student-athlete identity”

Overview and Rationale

For many student-athletes, the athlete role is the most significant piece of their identity. In fact, some athletes see the role of student and athlete as competing, so they actively neglect growth opportunities outside of sport (Lance, 2004). Developing a narrow vision of one’s identity can lead to difficulties such as lower career maturity (Houle, & Kluck, 2015) and anxiety as they transition out of sport (Brewer, Van Raalte, & Linder, 1993, Grove, Lavallee, & Gordon, 1997). In addition, this decreased exploration of identity can limit athletes’ ability to demonstrate resilience, a trait Galli and Vealey (2008) and Fletcher and Sarkar (2012) identify as being critical to athlete success. While several universities have programming to aid in student-athletes’ identity development (Ohashi & Martin, in preparation), these programs typically target junior and senior student-athletes as they prepare to graduate. Delivering this message earlier is critical to ensuring that athletes find the opportunities that allow for successful life after sport. Therefore, the first workshop will focus on **identity development** with assessment of their personal strengths and weaknesses, exploration of past experiences and how they shaped their identity, and how positive characteristics in sport can transfer to other life domains.

Expected Learning Outcomes

- #1. Assess one’s own personal purpose, goals, motivation, strengths and weakness
- #2. Identify characteristics and assets of a healthy, balanced student-athlete
- #3. Identify barriers to a healthy student-athlete identity and ideas for overcoming those barriers
- #4. Explain how a healthy student-athlete identity will enhance resilience for the rocky road

Warmup Activity – Week 1

- Pick 10 values that you think are important
- Briefly explain why you chose THOSE values

Achievement	Excellence	Open Mindedness	Self-Knowledge
Advancement	Excitement	Order	Self-Respect
Adventure	Facts/Data	Passion	Service
Alone Time	Fairness	Peace	Social Responsibility
Ambition	Fame	Personal Growth	Spirituality
Appearance	Family	Potential	Stability
Authenticity	Family Happiness	Power	Structure
Balance	Freedom	Play	Sustainability
Beauty	Friendship	Pleasure	Teamwork
Being	Fun	Positivity	Thinking
Belonging	Growth	Problem Solving	Time
Change	Harmony	Prosperity	Tolerance
Collaboration	Health	Purpose	Tradition
Community	Helping	Risk	Travel
Competitiveness	Inner Harmony	Recognition	Trust
Conformity	Integrity	Rejuvenation	Wealth
Contribution	Knowledge	Relaxation	Wisdom
Courage	Learning	Resolving Conflict	Work
Creativity	Loyalty	Respectfulness	Work Life Balance
Curiosity	Moderation	Romance	
Economic Security	Money	Routine	

Resource 1.1 Personal Timeline Activity

Name:

Activity Purpose: Create your personal timeline and identify the most important *athletic, academic and life events* that have helped to develop you as the person you are today.

Instructions: Please identify the significant events in the past five years of your life leading up to this point.

- Identify at least one event for each year
- For each event, describe what happened, what you learned, and how did the event change you/your viewpoint on athletics, academics and/or life.

Junior High

Freshman Year of High School

Junior Year of High School

Senior Year of High School

Today

Personal Timeline Example

Name:

Activity Purpose: Create your personal timeline and identify the most important *athletic, academic and life events* that have helped to develop you as the person you are today.

Instructions: Please identify the significant events in the past five years of your life leading up to this point.

- Identify at least one event for each year
- For each event, describe what happened, what you learned, and how did the event change you/your viewpoint on athletics, academics and/or life.

Junior High

My Grandpa passed away in the 6th grade. I learned that I needed to stop taking the people in my life for granted, and to live everyday like it's my last. This changed a part in me and made me start to push myself harder in all aspects of my life.

Freshman Year of High School

As a freshman, I was named one of my high school's Top Ten Scholars of our freshman class. This accomplishment taught me that whatever you put your mind to, you will find success. Winning this award pushed me for the next three years to keep winning this award. And for all 4 years at my high school I was a Ton Ten recipient.

Junior Year of High School

My junior year of high school, I placed third at the state track meet. The previous year I had a breakthrough and I placed 8th. It was so exhilarating that I had moved from 8th to 3rd in one year. My coach and Mom were so supportive of me and helped me push myself to get to where I was. This proved to me that hard work paid off, and that if I kept pushing myself the way that I was, that nothing could stop me.

Senior Year of High School

My senior year, I won the State title in discus and placed 8th in shot put. I was never good at shot, at least I thought so, and knowing that I worked my butt off and it paid off was one of the best feelings I've ever had. Winning the disc title just further proved how much work I put in, every day in the ring and in the weight room, it had all paid off. This taught me that as an athlete, you can't get discouraged or worried after every tough lift or long throw, you must be patient and the work will show eventually.

Today

Being here at my current institution was the goal. So many people in my high school doubted me and my abilities to go D1, but yet I am here. I worked my butt off every day, was the first one to practice and the last one out every single day. And at the end of the day, that's all that a D1 program wants: players who sacrifice everything for the benefit of themselves and the team.

Resource 1.2 Dimensions of Wellness

Social

Developing a sense of connection, belonging, and a well-developed support system. Make at least one social connection daily, seek advice from peers or support groups and foster healthy relationships.

Financial

Satisfaction with current and future financial situations. Make it a point to understand your finances, establish good financial habits and plan for the future.

Emotional

Coping effectively with life and creating satisfying relationships. Listen to your feelings and express them to people you trust to maintain a positive outlook.

Intellectual

Recognizing creative abilities and finding ways to expand knowledge and skills to foster curiosity. Be open to new ideas, insights, and wisdom.

Occupational

Personal satisfaction and enrichment from things you are passionate about, whether it is through work, school, or volunteering.

Environmental

Good health by occupying pleasant, stimulating environments that support well-being. A positive environment has a calming effect and should also be a place where you are safe.

Physical

Reduce your risk of many illnesses by increasing activity levels according to your abilities, getting restful sleep at night, choosing healthy and balanced foods, and exploring ways to reduce stress and increase energy levels.

Spiritual

Expanding a sense of purpose and meaning in life. Enhance your connection to self, nature, and others to bring balance and peace in your life. Take time to discover what values and beliefs are most important to you.

Checkout Activity – Becoming a more balanced Student-Athlete

Create at least one goal for 4 of the following domains that you will work toward over the next year.

1.

2.

3.

4.

Week 2 - “Coping with bumps along the road”

Overview and Rationale

One especially critical factor in how student-athletes manage stress effectively is their method of coping. Stress is inevitable in the life of a college student (Brown, 1992) and failure to cope effectively with stress may lead to short- and long-term issues (Chang, 2006; Hudd et al., 2000). The most common coping models distinguish between problem-focused and emotion-focused coping strategies (Lazarus & Folkman, 1984). Problem-focused coping refers to efforts that identify and solve a problem while emotion-focused coping decrease emotional distress and are utilized when the problem cannot be modified. Both types of coping are especially important for student-athletes, but emotion-focused coping is especially critical for resilience as effective cognitive appraisal and psychological response to stress have been shown to facilitate resilience (Fletcher & Sarkar, 2012). The second workshop will focus on athletes’ self-assessment of their coping style preferences, expose them to varied coping strategies, and aid in creating a specific coping plan for when stress occurs in both academics and sport.

Expected Learning Outcomes

- #1. Summarize and provide examples of problem- and emotion-focused coping for sports, school, and other life contexts
- #2. Demonstrate several specific coping strategies
- #3. Create a personal coping plan with specific examples of various coping mechanisms from both coping categories
- #4. Explain how coping strategies enhance resilience for the rocky road

Warmup Activity – Week 2

- What steps did you take to move closer to the four goals you set last week?
- What barriers did you encounter in moving toward achieving your goals?
- What steps did you take to overcome any of those barriers?

Resource 2.1 Coping with bumps along the Road

1. Challenge you have experienced

My Five Coping Strategies

1. _____
2. _____
3. _____
4. _____
5. _____

2. Challenge you expect to face

My Five Coping Strategies

1. _____
2. _____
3. _____
4. _____
5. _____

Resource 2.2 Coping Preferences Survey

Assessing My Problem-Focused Coping Strategies and Behaviors	
<p>Instructions: There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what <i>you</i> generally do and feel, when <i>you</i> experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you <i>usually</i> do when you are under a lot of stress. Please rate each item using a 1-5 scale.</p>	
Active Coping	0
I take additional action to try to get rid of the stressor. I concentrate my efforts on doing something about it. I do what has to be done, one step at a time. I take direct action to get around the stressor.	
Planning	0
I try to come up with a strategy about what to do. I make a plan of action. I think hard about what steps to take. I think about how I might best handle the stressor.	
Suppression of Competing Activities	0
I put aside other activities in order to concentrate on this. I focus on dealing with this stressor, and if necessary let other things slide a little. I keep myself from getting distracted by other thoughts or activities. I try hard to prevent other things from interfering with my efforts at dealing with this.	
Restraint Coping	0
I force myself to wait for the right time to do something. I hold off doing anything about it until the situation permits. I make sure not to make matters worse by acting too soon. I restrain myself from doing anything too quickly.	
Seeking Social Support for Instrumental Reasons	0
I ask people who have had similar experiences what they did. I try to get advice from someone about what to do. I talk to someone to find out more about the situation. I talk to someone who could do something concrete about the stressor.	
Seeking Social Support for Emotional Reasons	0
I talk to someone about how I feel. I try to get emotional support from friends or relatives. I discuss my feelings with someone. I get sympathy and understanding from someone.	

Assessing My Emotion-Focused Coping Strategies and Behaviors	
Instructions: There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what <i>you</i> generally do and feel, when <i>you</i> experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you <i>usually</i> do when you are under a lot of stress. Please rate each item using a 1-5 scale.	
Acceptance	0
I learn to live with it. I accept that this has happened and that it can't be changed. I get used to the idea that it happened. I accept the reality of the fact that it happened.	
Focus on and venting of emotions	0
I get upset and let my emotions out. I let my feelings out. I feel a lot of emotional distress and I find myself expressing those feelings a lot. I get upset and am really aware of it.	
Denial	0
I refuse to believe that it has happened. I pretend that it hasn't really happened. I act as though it hasn't even happened. I say to myself "this isn't real".	
Behavioral Disengagement	0
I give up the attempt to get what I want. I just give up trying to reach my goal. I admit to myself that I can't deal with it and quit trying. I reduce the amount of effort I'm putting into solving the stressor.	
Mental Disengagement	0
I turn to work or other substitute activities to take my mind off things. I go to movies or watch TV, to think about it less. I daydream about things other than this. I sleep more than usual.	
Positive Reinterpretation and Growth	0
I look for something good in what is happening. I try to see it in a different light, to make it seem more positive. I learn something from the experience. I try to grow as a person as a result of the experience.	

Checkout Activity – Coping with Bumps Along the Road

- Thinking about your scores on the COPE scale, reflect on how you typically cope with stress.
- Do you think you are effective at coping with stress?
- How could you modify the way you cope with stress to more positively adapt to stressful situations?
- Explain how you could use one new coping style moving forward.

Workshop 2 Notes and Reflections

Week 3 - “Who’s got my back?”

An athlete’s ability to identify their social support and engage in the process of cultivating healthy relationships is critical to managing stress and demonstrating resilience in stressful situations. In fact, in a recent review of both the occupational and sport settings, Bryan, O’Shea, and MacIntyre (2017) found that support was the most highly cited psychological resource associated with the resilience process. If athletes perceived high levels of social support, they were more apt to have a facilitative response to stress (Fletcher & Sarkar, 2012). Additionally, a recent study indicated that the support type athletes received (e.g., informational, emotional, and esteem) accounted for unique variance in athletes’ satisfaction with coaches and their own sport experiences. In the third workshop, student-athletes will identify the various types of social support that exist, self-assess their own support networks, and produce a plan on how to use those networks when they encounter stressful situations.

Expected Learning Outcomes

- #1. Identify the various types of social support and recognize effective verbal and non-verbal communication for sports, school, and other life contexts
- #2. Assess preferences for social support and social support strengths and weaknesses
- #3. Create a plan on ways to supplement their own social support networks with specific examples.
- #4. Explain how social support will enhance resilience for the rocky road.

Warmup Activity – Week 3

- Briefly reflect on a stressor you had to cope with this week
 - How did you cope with the challenge?
 - Did you try anything new?
 - What helped or didn't help?
 - What were the outcomes of your coping strategies?
- Did you cope at an individual or social level?
- Did you get what you needed from others you involved in your coping process? How?

Resource 3.1 Assessing Desired Social Support

Assessing My Desired Types of Social Support	
<p>Instructions: We are interested in learning what support you desire from significant others in your lives (e.g., coaches, class/teammates, professors, parents). We want to know what is important and what kind of things you desire from these significant others. For each of the items below, please indicate how much of each behavior you desire from these significant others using a 1 (Not at all Desirable) to 5 (Strongly Desirable).</p>	
Emotional Support	0
<p>Telling you that they love you and feels close to you.</p> <p>Expressing understanding of a situation that is bothering you, or disclosing a similar situation that they experienced before.</p> <p>Comforting you when you are upset by showing some physical affection (e.g., hugs).</p> <p>Promising to keep problems you discuss in confidence.</p> <p>Providing you with hope or confidence.</p> <p>Expressing sorrow or regret for your situation or distress.</p> <p>Offering attentive comments when you speak.</p>	
Esteem Support	0
<p>Expressing esteem or respect for a competency or personal quality of yours.</p> <p>Telling you that you are still a good person even when you have a problem.</p> <p>Trying to reduce your feelings of guilt about a problem situation.</p> <p>Asserting that you will have a better future than most people will.</p> <p>Expressing agreement with your perspective on various situations.</p> <p>Telling you that a lot of people enjoy being with you.</p> <p>Assuring you that you are a worthwhile person.</p>	

Network Support	0
<p>Offering to provide you with access to new companions.</p> <p>Offering to do things with you and have a good time together.</p> <p>Connecting you with people whom you may turn to for help.</p> <p>Connecting you with people whom you can confide in.</p> <p>Reminding you of the availability of companions who share similar interests or experiences with you.</p> <p>Offering to spend time with you to get your mind off something (chatting, having dinner together, going to a concert, etc.).</p> <p>Helping you find the people who can assist you with things.</p>	
Informational Support	0
<p>Giving you advice about what to do.</p> <p>Analyzing a situation with you and telling you about available choices and options.</p> <p>Helping you understand why you did not do something well.</p> <p>Telling you whom to talk to for help.</p> <p>Giving you reasons why you should or should not do something.</p> <p>Teaching you how to do something that you don't know how to do.</p> <p>Providing detailed information about the situation or about skills needed to deal with the situation.</p>	
Tangible Support	0
<p>Offering to lend you something (including money).</p> <p>Taking you to see a doctor when you don't feel well.</p> <p>Taking care of your domestic chores when you are feeling ill due to a cold.</p> <p>Doing laundry or cooking for you while you are preparing for an important task.</p> <p>Joining you in some activity in order to alleviate stress.</p> <p>Expressing willingness to help you when you are in need of help.</p> <p>Offering to help you do something that needs to be done.</p>	

Resource 3.2 Assessing Received Social Support

Assessing My Received Types of Social Support	
<p>Instructions: We are interested in learning what support you receive from significant others in your lives (e.g., coaches, class/teammates, professors, parents). We want to know what is important and what kind of things you receive from these significant others. For each of the items below, please indicate how much of each behavior you receive from these significant others using a 1 (Not at all received) to 5 (Receive frequently).</p>	
Emotional Support	0
<p>Telling you that they love you and feels close to you.</p> <p>Expressing understanding of a situation that is bothering you, or disclosing a similar situation that they experienced before.</p> <p>Comforting you when you are upset by showing some physical affection (e.g., hugs).</p> <p>Promising to keep problems you discuss in confidence.</p> <p>Providing you with hope or confidence.</p> <p>Expressing sorrow or regret for your situation or distress.</p> <p>Offering attentive comments when you speak.</p>	
Esteem Support	0
<p>Expressing esteem or respect for a competency or personal quality of yours.</p> <p>Telling you that you are still a good person even when you have a problem.</p> <p>Trying to reduce your feelings of guilt about a problem situation.</p> <p>Asserting that you will have a better future than most people will.</p> <p>Expressing agreement with your perspective on various situations.</p> <p>Telling you that a lot of people enjoy being with you.</p> <p>Assuring you that you are a worthwhile person.</p>	

Network Support	0
<p>Offering to provide you with access to new companions.</p> <p>Offering to do things with you and have a good time together.</p> <p>Connecting you with people whom you may turn to for help.</p> <p>Connecting you with people whom you can confide in.</p> <p>Reminding you of the availability of companions who share similar interests or experiences with you.</p> <p>Offering to spend time with you to get your mind off something (chatting, having dinner together, going to a concert, etc.).</p> <p>Helping you find the people who can assist you with things.</p>	
Informational Support	0
<p>Giving you advice about what to do.</p> <p>Analyzing a situation with you and telling you about available choices and options.</p> <p>Helping you understand why you did not do something well.</p> <p>Telling you whom to talk to for help.</p> <p>Giving you reasons why you should or should not do something.</p> <p>Teaching you how to do something that you don't know how to do.</p> <p>Providing detailed information about the situation or about skills needed to deal with the situation.</p>	
Tangible Support	0
<p>Offering to lend you something (including money).</p> <p>Taking you to see a doctor when you don't feel well.</p> <p>Taking care of your domestic chores when you are feeling ill due to a cold.</p> <p>Doing laundry or cooking for you while you are preparing for an important task.</p> <p>Joining you in some activity in order to alleviate stress.</p> <p>Expressing willingness to help you when you are in need of help.</p> <p>Offering to help you do something that needs to be done.</p>	

Checkout Activity – Who’s got my back?

- Think about your desired and received support surveys
 - What types of support do you think you desire most?
 - What types of support do you think you receive most?
 - Where do you think your desired and received (mis)match?
- Where is one place you can find support in the next week?
 - Go there, collect information, and report back next week to the group or a partner!

Week 4 - “Focus on the road ahead”

Coaches and athletes identify leadership as one of the most important life skills athletes should acquire and develop for sport and life success (Gould, Chung, Smith, & White, 2006). It is problematic, however, that coaches frequently identify poor leadership as a problem among adolescent athletes today, and many young athletes believe that they are not provided opportunities to exercise advanced leadership skills in the high school sport setting (Gould et al., 2006; Voelker, Gould, & Crawford, 2011). In the final workshop, student-athletes will reflect on and develop their personal leadership style and approach. They will identify explicit (e.g., ask for recommendations from coaches) and implicit (e.g., learn from role-modeling from teammates/peers) leadership development opportunities, while acknowledging both successes and challenges to provide a roadmap for navigating adverse times with resiliency. This workshop will culminate in the creation of a four-year plan for developing a resilient leadership mindset while also recognizing potential barriers to the development of leadership skills.

Expected Learning Outcomes

- #1. Define effective leadership and its application in sports, school, and other life contexts
- #2. Assess one' own leadership strengths and weaknesses
- #3. Identify opportunities to develop leadership as well as barriers that may exist
- #4. Explain how effective leadership will enhance resilience for the rocky road

Warmup Activity – Week 4

- Think about the leader who has had the largest impact in your life.
 - Who was that individual? What context?
 - What differentiated them from other leaders?
 - What did they do that make them a great leader?
 - How did they interact with you? (what behaviors)
 - How did they make you feel?

Resource 4.2

What are the barriers and challenges to you developing as a leader?

1. _____
2. _____
3. _____
4. _____
5. _____

2. How have leaders/coaches helped you build resilience?

1. _____
2. _____
3. _____
4. _____
5. _____

1. What are three specific actions you will take to grow as a leader moving forward?

1. _____

2. _____

3. _____

Checkout Activity – Focus on the Road Ahead

- Do you identify more as a
 - Task Leader
 - Motivational Leader
 - Social Leader
 - External Leader

- Indicate at least one way you will grow in one of the leadership domains this year.

- This year, I will take initiative in my leadership development by:

Workshop 4 Notes and Reflections
