

NCAA Diverse Student-Athlete Mental Health and Well-Being Summit Final Report

Overall Goal

Positively impact the culture around mental health disparities, particularly related to student-athletes of color. We recognize the importance and challenge of further exploring and adequately supporting these unique mental health needs and will continue our collaborative efforts with the NCAA Office of Inclusion, the membership and key mental health and medical organizations. Therefore, we hosted a Diverse Student-Athlete Mental Health and Well-Being Summit on August 10-11, 2020 to discuss and explore the specific mental health challenges facing student-athletes of color and possible avenues to address those unique issues. A summit was formed to examine available data and propose immediate, intermediate and long-term considerations to address such disparities.

Meeting Objectives

The summit focused on the following immediate, intermediate and long-term goals in support of the identified objectives:

Immediate: Continue our analysis of the NCAA COVID-19 Mental Health and Well-Being Survey as well as a narrative literature review of evidence-and-consensus-based studies that address this matter.

Intermediate: The potential development of foundational statements that may be leveraged in support of intermediate education, research and policy initiatives to assist the membership in addressing this topic.

Long-term: Evaluate related infrastructure needs including, among other things, the adequacy of representation of people of color in the professions impacting college sports including, among others those in the mental healthcare and athletic training space, and other areas medicine and athletics administration.

Participants: This summit convened expertise from the mental health, higher education and sports medicine industries with student-athletes and other representative from NCAA member institutions. (See Appendix)

Consensus Building Process: Delphi Method. Summit participants were introduced to the concept of a modified Delphi process that would be used to support follow on summit activities. The development of consensus statements can be used by authorized committees/governance groups to inform policy/practice decisions going forward.

Participants worked in large groups to discuss potential barriers and resolutions related to supporting the mental health needs of student-athletes of color. At the end of day-one, discussion groups reported back to the full group with their ideas and findings. The feedback from these discussions influenced the consensus building portion of the day-two agenda. On day two, participants participated breakout session discussions related to the following five topics that were identified as the result of day one feedback: (1) resources and support for athletes; (2) clinician training; (3) institutional systems; (4) training and resources for athletics staff (coaches, administrators, others); and (5) research.

Post-summit. Feedback was further synthesized through a Delphi process for purposes of identifying areas of consensus that might be shared with applicable NCAA governance and other authorized groups in support of intermediate goals related to the development of education, research and policy initiatives that can facilitate and support membership efforts to address the mental well-being needs of diverse student-athletes.

Summary of Preliminary Foundational Statements

Council and other authorized groups may choose to leverage these statements in support of intermediate education, research and policy initiatives to assist the membership in addressing the specific mental health challenges facing student-athletes of color. Below is a summary of the foundational statements put forth by the summit participants for consideration by applicable NCAA governance groups.

Institutional actions to improve mental health and wellbeing of diverse student-athletes

Coaches

Training: Coaches complete an annual training that addresses:

- The history of racism in US sport.
- Anti-racist coaching practices.
- Trauma-sensitive coaching practices.
- Self-assessment of their implicit biases, attitudes, and coaching practices as they relate to the experiences and wellbeing of Black, Indigenous, and people of color (BIPOC) athletes.
- Self-assessment of the extent to which they are supporting or encouraging team members to participate in non-sport skill development opportunities.

Communication:

- Coaches make an annual statement to team members affirming that they will not tolerate discrimination on the basis of race, ethnicity, or other identities, including but not limited to gender, or sexual orientation.
- Coaches disseminate information to team members on an annual basis about institutional process for reporting experiences of discrimination.

Student-athletes

Training: Student-athletes complete an annual training that addresses:

- The history of racism in US sport.
- Anti-racism, as applied to the sport and college setting.
- Culturally sensitive skills for coping with stress.

Career planning:

- Student-athletes meet with career services or similar personnel at least annually to discuss career planning for life after sport.

Families of student-athletes

Share information: Share information on an annual basis with families of student-athletes that addresses:

- The mental health services on campus and how to access those services.
- The benefits of mental health care for athletic and academic performance.
- Normalization of mental health help seeking including, for example, statistics on use of mental health services and/or affirmation by key athletic stakeholders (e.g., coaches) about the value of mental health care.

Healthcare personnel and practices

Training: Healthcare personnel complete an annual training that addresses:

- The history of racism in healthcare/medicine.
- Culturally competent healthcare.
- Trauma informed clinical practices.

Screening:

- Include screening for mental health disorders as part of the annual pre-participation exam in each case administered in a manner that allows for student-athlete privacy.
- Disseminate information about institutional services to support mental health as part of annual mental health screening for student-athletes.

Clinical care:

- Provide student-athlete accessible identity-based support groups that are supervised by a licensed mental healthcare professional.
- Provide student-athlete accessible telehealth and/or other clinical care alternatives that recognize that different student-athletes will prioritize different types of care and characteristics of care providers.
- Conduct an annual review of institutional procedures that support continuity of and coverage for student-athlete mental health care including aspects of off campus care (e.g., during school breaks, or remote schooling due to external events) and care away from and after collegiate competition (i.e., during periods of injury and removal from team for following graduation or other departure).

Athletic department personnel and procedures

Training: Athletic department staff members complete an annual training that addresses:

- The history of racism in sport.
- Implicit biases and anti-racism.
- Self-assessment of implicit biases and attitudes as they related to the experiences and wellbeing of BIPOC athletes.

Reporting experiences of discrimination

- Establish department and/or campus policies/processes that encourage and facilitate the reporting of experiences of racial discrimination, and for supporting individual reporting of experiences of racial discrimination.
- Conduct an annual student-athlete survey designed to anonymously solicit information about experiences of racial trauma and discrimination in athletics settings (i.e., as perpetuated by coaching staff, teammates medical staff, athletic department administration, fans).
- Disseminate annually information to all athletics personnel (student-athletes, coaches, staff) about institutional process for reporting experiences of discrimination.

Communication

- Make an annual statement affirming that discrimination on the basis of race, gender, or sexual orientation will not be tolerated.
- Publicly identify and recognize positive contributions to diversity and inclusion within athletic department.

Staff hiring and retention

- Regularly review policies and practices related to inclusion in the employment process (e.g. recruiting, hiring, retention), and engage in goal setting and action planning related to supporting increased staff diversity.

- Ensure that a process is in place for considering racial/ethnicity diversity as a factor in staff hiring.
- Incorporate a review of relevant anonymous and other feedback about discrimination as part of annual review process for coaches and other athletic department staff.

Non-sport skill development and career planning

- Work with other campus departments to better support BIPOC students (including student-athletes) in learning about, preparing for, and pursuing careers in mental health professions (e.g., psychology, social work, nursing).
- Conduct meetings between Faculty Athletic Reps (FARs), coaching staff, and team captains, at least annually, to identify barriers and opportunities to support team members to pursue non-sport skill development opportunities.
- Conduct an annual student-athlete survey designed to anonymously solicit feedback on engagement in non-sport skill building activities, and barriers in the athletic setting (i.e., scheduling) to engaging in such activities.
- Regularly conduct a self-evaluation of policies and practices related to supporting student-athletes transition to life after sport and engage in goal setting and action planning related to supporting this transition.
- Include coach engagement in supporting athletes in non-sport skill development as part of coach evaluations by the athletic department.

Quality improvement and accountability

- Conduct an annual student-athlete survey to anonymously solicit feedback on athletics department initiatives related to racism (e.g., reporting, education).
- Conduct an annual athletics department self-evaluation of current racial/ethnic representation among student-athletes, coaches, sports medicine staff, athletics administration, and other student-athlete support positions such as student-athlete development personnel
- Regularly review internal student-athlete survey data with a multi-disciplinary group that includes representatives from outside of athletics.
- Hold a regular meeting with a BIPOC advisory board to review and discuss race-related initiatives, including but not limited to education, non-sport skill building and transition from sport.



**Diverse Student-Athlete
Mental Health and Well-Being Summit
Participants**

Summit Steering Committee	
Role	Representative
Co-chair	Dr. Stephany Coakley, Senior Associate Athletic Director for Mental Health, Athletics Diversity Equity and Inclusion, Temple University
Co-chair	Darryl Conway, Senior Associate Athletic Director and Chief Health & Welfare Officer, University of Michigan
Steering Committee	Dr. Ken Chew, Director of Student Counseling, Indiana State University
Steering Committee	Dr. Jess Mohler, NCAA Committee on Competitive Safeguards and Medical Aspects of Sports Chair

National and International Organizations	
Organization	Representative
AAKOMA Project	Dr. Alfiee Breland-Noble
Alliance of Social Workers in Sports	Anita Daniels
American Medical Society for Sports Medicine	Dr. Ashwin Rao
American Orthopaedic Society for Sports	Dr. Timothy Johnson
APA Division 47, Society for Sport, Exercise & Performance Psychology	Dr. Brandonn Harris
Association for Applied Sport Psychology	Dr. Kensa Gunter
Athletes & Advocates for Social Justice Sports	Emmett Gill
Clinical & Counseling Sport Psychology Association	Dr. Chris Bader
College Athletic Trainers Society	Josephine Lee
College Football Parents 24/7	Mya Hinton
Department of Defense	CAPT Chad Bradford
Faculty Athletics Representatives Association	Dr. Brian Janssen
Higher Education Mental Health Alliance	Dr. Chris Corbett
International Olympic Committee	Dr. Claudia Reardon
International Society for Sport Psychiatry	Dr. Todd Stull
National Alliance on Mental Illness	Katrina Gay
National Athletic Trainers' Association	Carla Gilson
National Medical Association	Dr. Yolanda Malone-Gilbert
Silence the Shame	Shanti Das
Steve Fund	Dr. Ketra Armstrong
United States Olympic & Paralympic Committee	Nzingha Prescod
United States Tennis Association	Violet Clark

NCAA Membership	
Membership Affiliation	Representative
NCAA Board of Governors Student-Athlete Engagement Committee	Jalia Tolbert
NCAA Committee on Promoting Cultural Diversity and Excellence	Dr. Britton Katz
NCAA Committee on Women’s Athletics	Miriam Merrill
NCAA Division I Student-Athlete Advisory Committee	Alexis Garrett
NCAA Division II Student-Athlete Advisory Committee	Angel Bautista-Ponce
NCAA Division III Student-Athlete Advisory Committee	Devonte Amos
NCAA Football Student-Athlete	Kassidy Woods
NCAA Basketball Student-Athlete	John-Michael Wright
Former NCAA Student-Athlete	Courtney Turner
NCAA Division I Governance	Shamaree Brown
NCAA Division II Governance	Kerri Nakamoto
NCAA Division Governance	Adam Hutchinson
Historically Black Colleges and Universities	Dozie Iguagwu
NCAA Minority Opportunities and Interests Committee	Roy Brown III
NCAA Committee on Woman’s Athletics	Miriam Merrill
Iowa State University, Sport and Counseling Psychologist	Dr. Marty Martinez
Pac-12 Mental Health Task Force Vice-Chair	Dr. Robin Scholefield
University of Michigan, Clinical Assistant Professor of Social Work, Assistant Athletic Director, Director of Athletic Counseling	Dr. Abigail Eiler
Virginia Commonwealth University, School of Social Work, Adjunct Faculty/ Program Director, Office of Victim Services and Justice Grants, Sports psychotherapist	Dr. Victor Kidd

NCAA Consultants	
NCAA Consultant	COL(R) Dallas Hack
NCAA Consultant	Dr. Emily Kroshus