

**Summary of the
NCAA Interassociation Task Force on Sleep and Wellness
May 1-2, 2017, Meeting**

1. **Welcome and announcements.** NCAA Chief Medical Officer, Brian Hainline, welcomed the attendees and gave an overview of the NCAA Sport Science Institute's strategic priorities.
2. **Presentations.** The following presentations were given to the task force as a way of providing information that would later be incorporated into the consensus statements and final report:
 - a. NCHA and GOALS data from NCAA Research Contractor Annie Kearns Davoren and NCAA Principal Research Scientist Tom Paskus. The presentation explored sleep data from the NCHA and GOALS surveys and reviewed existing student-athlete time management data.
 - b. Survey of membership from NCAA Associate Director of Research Lydia Bell. The presentation reviewed the results of the recent membership survey on barriers to student-athletes sleep.
 - c. The science of sleep from the University of Arizona Director of Sleep and Health Research Program Michael Grandner. The presentation reviewed the basic science and physiology of sleep and its implications for overall well-being.
 - d. Mental health and well-being from the University of St. Thomas Associate Director of Health and Wellness Birdie Cunningham, and the University of St. Thomas Associate Professor Roxanne Prichard. The presentation explored the relationship between sleep and mental health.
 - e. Performance and recovery from the United States Olympic Committee Senior Sport Psychophysiolgist Lindsay Thornton, and Washington State University Associate Director of Personal Development and Wellbeing Jerry Pastore. These presentations explored the relationship between sleep and both athletics and academic performance, sleep and electronic device use, as well as relationship between sleep and physiology and mental recovery.
 - f. Diet and metabolism from Rush Medical College Assistant Professor Kelly Baron. The presentation showed the relationship between sleep, diet and metabolism.
 - g. Traumatic brain injury from NYU School of Medicine Professor Sanjeev Kothare. The presentation explored the impact of brain injury on sleep and the role of sleep on facilitating recovery from brain injury.

- h. Neurobiological recovery from Temple University Associate Professor Dianne Langford. The presentation explored the role sleep can play in neurologic recovery from injuries, including concussion.
 - i. Recovery from injury case study from Korey Stringer Institute Vice President of Sport Safety William Adams. The applied presentation examined the interrelationship between sleep and athletic injury.
- 3. **Coach/student-athlete perspective.** Following the presentations, three student-athletes and three coaches, one from each division, participated in a question and answer session on sleep and wellness.
- 4. **Breakout group sessions.** At the end of the first day and the start of the second day, participants worked in groups to discuss their thoughts on the presentations and preceding discussions, which influenced the consensus building portion of the agenda.
- 5. **Consensus building.** A Delphi process was initiated with the task force to begin to identify consensus statements that will become the foundation for a consensus document and peer reviewed journal article. The consensus document should identify endorsing organizations with whom there is a regular line of communication. The introduction should focus on framing the conversation with a historical perspective, followed by a summarization of literature on sleep, injury, health and mental health. Additionally, the document should discuss the various barriers for student-athletes getting sleep, the work being done in this space by other stakeholders and next steps.
- 6. **Tool kit.** An interactive online tool kit will be developed to provide resources to a variety of audiences. Implementation will be reinforced through social media strategies. The tool kit will address the following:
 - a. Assessment tools, such as intake questionnaires and student-athlete self-assessments.
 - b. Suggested screenings should include questions related to how long it usually takes for a student-athlete to fall asleep or if a student-athlete falls asleep during class or when doing homework. These questions will be used to identify excessively sleepy students so that they may receive help. Also, it was noted that there could be education for athletic trainers to triage and help student-athletes be referred to appropriate professionals.
 - c. Materials should be disseminated to all stakeholders, including any partnerships within a community. The focus should be on keeping it simple and avoiding overly technical language. The materials should not only be shared on campus, but with conference offices and at annual meetings of key organizations. The materials should be socialized widely, including in social media, emails, mailings and placement in courses/classes/trainings.

- d. Resources should be shared with athletic department staff, athletic trainers, coaches, sleep professionals, interassociation groups and campus staff, including housing, counseling center, residential life, student affairs, administration and human resources.
 - e. It is important to inform student-athletes in a realistic way and any recommendations should be included in their current educational programming. Education regarding time management skills and how sleep affects sports performance is important.
7. **Research.** It was agreed that more research is needed to understand the patterns and habits of college students and student-athletes. More information is needed to determine what disorders affect student-athletes and to develop strategies to address those disorders. Also, there is a need to survey the student-athlete population in large scale way.
8. **Next steps.** The task force is in the beginning stages of the process, which will ultimately result in a consensus document and peer-reviewed journal article. The task force members will continue to engage in consensus building, specifically using the Delphi method via email. Members will be asked to rank statements, which will be created based on information gathered through consensus building. The rankings will result in a set of key statements, which will be used by the writing group to develop a consensus document and a peer reviewed journal article. Task force members will be engaged at all levels of the process, including in the dissemination of resulting resources. Membership engagement is expected to take place in fall 2017, with final materials being released mid-winter 2017-18.