Engaging Student-Athletes as Prevention Partners

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IOWA:

WAVE THE NEXT TIME YOU FLY OVER!

WE ARE HERE
Session goals

- Why student-athletes?
- Who is on your team?
- How you might you engage them?
- What’s happening on your campus?
- Bringing it home
Who’s in the room?

A. NCAA Div I
B. NCAA Div II
C. NCAA Div III
D. Other collegiate level
E. K-12
F. Other
At my institution, compared to the general student population, student-athletes are held:

A. More accountable for their actions
B. Less accountable for their actions
C. About the same
How would you describe your relationship with your athletic department?

A. Frequent collaborators
B. Occasional collaborators
C. We have yet to make the connection work

[0% 0% 0%]
Why engage student-athletes?

- Social capital (on some campuses)
- Leadership abilities
- Teams are social groups
- Spotlight (pros and cons)
- Opportunity to be proactive about how they are perceived
I drink less alcohol when I am in season

A. Yes
B. No, I drink more
C. I drink about the same
D. N/A I don’t ever drink
Who might be on your team?

- Athletic director(s)
- Compliance coordinator
- Title IX deputy
- Coaches
- Athletic trainers
- Champs/Life Skills coordinator
- Student-Athlete Advisory Committee
- Individual student-athletes
What message are we sending to student-athletes?

... especially male student-athletes?
How do you engage them?
Options presented today . . .

Bystander intervention/Active Bystanderism

Social norms

Motivational interviewing (MI) related to alcohol and athletic performance

*Academic/research opportunities
The need for prevention: alcohol abuse

Hingson, et al. 2009; Wechsler et al., 2002; Presley et al., 1998; NCHA 2012

Deaths: 1825

Injuries: 599,000

Drunk driving: 3,360,000

Assaults: 696,000

Sexual abuse: 97,000

Academic issues: about 25%
19% of college women experience rape or attempted rape (CDC, 2012)

4% of college men report being raped (JACH, 1997)

Between 64% and 90% of survivors knew their attacker (DOJ, CDC)

On college campuses, alcohol and other drugs involved in 60-90% of rapes (too many to cite)
The evidence . . . is mixed

What do we know that doesn’t work?

What do we know that does work?

So what do you do?
Bystander Intervention

Goals of Bystander Prevention Programming:

- Increase awareness of gender violence
- Increase recognition that it is a problem
- Increase ownership/responsibility of the issue
- Develop skills base to intervene
- Increase recognition of such intervention

(UNI, Center for Violence Prevention)
Bystander Intervention

Common Steps:

- Notice the event
- Interpret it as a problem
- Assume responsibility
- Know what to do
- Do something
You are at a party with several of your teammates. You notice one of your teammates is talking to one of your friends, who appears pretty drunk. Your teammates starts leading your friend out of the party and upstairs.
If you were in this situation, would you want a teammate to do for you?

A. High-five me!
B. Slip a condom in my pocket
C. Text me to see if I know what I am doing
D. Talk to me face to face
E. Other
Your team is planning an event for first-years. Some of the activities plan could cause embarrassment for those participating. During the event, you notice that not everyone seems to be having a good time.

Bystander Intervention
As a first-year, did you ever feel pressured by your teammates into doing something that made you feel uncomfortable?

A. Yes  B. No
Social Norms

- **Pluralistic ignorance**: when majority of people in a social group engages in healthy behavior yet perceives they are in the minority. As a result, individuals may perceive encouragement to engage in the unhealthy behaviors that are seen incorrectly as normative.

- **False consensus**: when the minority of people with unhealthy attitudes and/or behaviors may incorrectly think that they are in the majority. This misperception functions to maintain an individual's denial that his or her attitude or behavior is problematic or unusual.

- **False uniqueness**: when individuals who are in the minority assume that the difference between themselves and others is greater than is actually the case—which often results in a withdraw from the larger social group.

(UNI, Center for Violence Prevention)
How many students on our campus reported using marijuana in the last 30 days? (NCHA, 2012)

A. 6%
B. 28%
C. 44%
D. 72%
E. 93%
How many of our students do you think used marijuana in the last 30 days?

A. 6%
B. 28%
C. 44%
D. 72%
E. 93%
Only 6.6% of you view your sport as the most important part of your life.

What else do YOU do?

Importance of Athletics Personally

Not Very: 1.6%
Somewhat: 17.2%
Very: 74.7%
Most: 6.6%
STUDENT ATHLETES

ALCOHOL [MIS]PERCEPTIONS

How often are our teammates REALLY drinking?

FREQUENCY OF ALCOHOL CONSUMPTION

Never: 0.3% | 9.9%
1-2 times per year: 0% | 3.5%
Once per month: 0.6% | 4.8%
Twice per month: 5.1% | 10.5%
Once per week: 50.5% | 45.4%
1-2 times per week: 43.4% | 25.9%

: Perceived Norm of Teammates
: Self-Reported Consumption

Survey of Student-Athlete Norms Fall 2012
Tobacco Misperceptions

- Perception of Teammates' Views
- Personal View

Tobacco use is NEVER a good thing
- 35.8%
- 75.8%

I NEVER use Tobacco
- 31.7%
- 74.3%

Survey of Student-Athlete Norms Fall 2012
Motivational interviewing principles

- “A collaborative, person-centered form of guiding to elicit and strengthen motivation for change” (SAMHSA, 2009)

- What does this have to do with student-athletes?
Motivational interviewing principles

- Exploring and resolving ambivalence
- Discrepancies between behavior and goals
- Rolling with resistance
- Building motivation for change
Athletic-specific effects of alcohol consumption:

Affects CNS for up to 72 hours
- Cognitive function (feeling “fuzzy”)
- Motor skills
- Reaction times

Impairs lactic acid breakdown, which may lead to increased soreness

Decreases testosterone, which impairs ability to build and maintain lean muscle mass and recover from workouts

Both long- and short-term use interferes with muscle growth

Inhibits absorption of Thiamin, B12, Folic acid, Zinc

Inhibits REM sleep

Motivational interviewing principles
What do we like about drinking alcohol?

“Just because you can’t dance, doesn’t mean you shouldn’t dance”

-Alcohol

Motivational interviewing principles
What can we agree that nobody wants as a result of drinking?

Motivational interviewing principles
Has alcohol interfered with your team’s performance? (practice, competition, cohesion)

A. Yes
B. No
Consider your own campus

Do you know what programming is already going on?

Do you have partners or could you develop partners? (Who?)

Do you know any strategies to overcome hurdles?
Bringing it home

Write down three actions steps to do upon your return home
Bringing it home

Find those who are interested

Find out what matters to them

Take action!

(Measure and evaluate)
Step Up! Through NCAA/University of Arizona
http://www.stepupprogram.org/

Mentors in Violence Prevention (MVP)
http://www.mvptnational.org/

Green Dot
http://www.livethegreendot.com/

Jackson Katz, TED talk

Resources: Bystander intervention
National Institute for Alcohol Abuse and Alcoholism (NIAAA)
www.niaaa.nih.gov

www.collegedrinkingprevention.gov

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

For the Athlete: Alcohol and Athletic Performance Notre Dame (2004)
http://www.stepupprogram.org/docs/handouts/FortheAthlete_AlcoholandAthleticPerformance.pdf

Resources: Alcohol abuse prevention
Office of Civil Rights: Dear Colleague Letter (2011)

http://www2.ed.gov/about/offices/list/ocr/letters/collleague-201104.html

American College Health Association (ACHA)
Shifting the Paradigm

http://www.acha.org/SexualViolence/

Resources: Sexual assault prevention
Many thanks!

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Grinnell College Student-Athlete Advisory Committee