



# Mental Health Workshop Planning Kit

A resource to assist NCAA conference offices in planning and implementing a mental health workshop for member schools.





# Preface

The NCAA Sport Science Institute Mental Health Workshop Planning Kit is designed for NCAA conference offices to support member schools in their implementation of the **Mental Health Best Practices**, a resource developed and endorsed by prominent medical, mental health, higher education and sports medicine organizations to understand and support student-athlete mental wellness. The planning kit provides conferences with resources to conduct a seven-hour training with athletics and campus stakeholders using an integrative approach to promote and support student-athlete mental health.

The goals of the workshop are to increase awareness of student-athlete mental health issues; encourage athletics engagement with campus colleagues; train coaches and other athletics stakeholders in empathic response; operationalize the Mental Health Best Practices; and provide strategic planning support for colleges and universities.

The following resources are included in this kit:

- **Planning checklist.**
- **Workshop instructions.**
- **Agenda template.**
- **“Student-Athlete Mental Health Perspectives” video.**
- **Supporting Student-Athlete Mental Wellness Introduction module.**
- **“NCAA Coaches Assist for Empathic Response” training video.**
- **Mental Health Best Practices Institutional Self-Assessment worksheet.**
- **Campus Collaboration Action Plan worksheet.**
- **Workshop evaluation form.**
- **Workshop PowerPoint presentation template.**



# Planning Checklist

The following checklists are designed to serve as a step-by-step guide for conference office staff in the planning of a mental health workshop.

## Pre-workshop checklist:

- Review [workshop instructions](#).
- Identify planning team; assign roles and responsibilities.
- Create planning timeline and schedule planning calls.
- Create personalized agenda from the [agenda template](#).
- Identify and invite attendees.
- Identify and invite speakers (as identified in the workshop instructions).
- Secure meeting space, catering and audiovisual needs:
  - Registration table.
  - Tables and chairs (round tables recommended).
  - Podium.
  - Computer.
  - Monitor.
  - Audiovisual support.
  - Microphones for presenters and participants.
  - Food and beverages.
- Reserve hotel accommodations as needed.
- Consider planning a social reception in conjunction with the workshop.
- Create communication plan.
- Consider providing continuing education units for professional development.
- Personalize [PowerPoint template](#).
- Create confirmation emails and include links to required pre-reading (for example, [Mental Health Best Practices](#) and [Mind, Body and Sport](#)).



- Secure the following materials:
  - Copies of **Mental Health Best Practices**.
  - Copies of the personalized agenda.
  - Copies of the **Mental Health Best Practices Institutional Self-Assessment worksheet**.
  - Copies of the **Campus Collaboration Action Plan worksheet**.
  - Copies of the **workshop evaluation form**.
  - Markers.
  - Name tags.
  - Newsprint.
  - Notepads.
  - Pens or pencils.
  - Table tents.
  - Yellow and blue sticky notepads.

### **Post-workshop checklist:**

- Send follow-up email to participants and remind them of the next steps identified in the workshop.
- Create evaluation summary and distribute to participants.
- Request follow-up from schools regarding their action plan progress.
- Identify additional resources to address school needs.

# Workshop Instructions

This outline provides detailed instructions for planning an approximately seven-hour mental health workshop. Session I of the workshop provides programming related to student-athlete mental health issues, campus and community resources and empathic response training. Session II provides programming related to the Mental Health Best Practices, campus collaboration and action planning. Conferences have the flexibility to host the workshop on one or two days; however, it is recommended that programming for Session I occur on the same day without significant interruption, and that programming for Session II occur on the same day without significant interruption.

# Session I

(3½ to 4 hours)

## 1. Welcome (10 minutes)

**Recommended Speaker:** Conference commissioner or conference administrator.

**Instructions:** The speaker will welcome the conference participants and explain the goals of the workshop. The speaker also will discuss the expected outcomes of the conference: for schools to complete and implement an action plan to understand and support student-athlete mental wellness on their campuses through the integration of the Mental Health Best Practices.

## 2. Overview of student-athlete mental health

### a. Student-athlete perspectives on mental health. (10 minutes)

**Recommended Speaker:** Student-Athlete Advisory Committee representative.

If a SAAC member is not available, schools may play the [Student-Athlete Mental Health Perspectives](#) video as an alternative, or in addition to having a SAAC member speak.

**Materials:** [Supporting Student-Athlete Mental Wellness Introduction module](#).

**Instructions:** The speaker for this session will present student-athlete perspectives related to mental health. Below are suggested ideas, talking points and resources:

1. Discuss the importance of engaging student-athletes in a comprehensive approach to destigmatize and promote help-seeking.
2. Invite other student-athletes at the workshop to share their perspectives on the topic of mental health.
3. Facilitate participant discussion, reactions and feedback.
4. Play the [Supporting Student-Athlete Mental Wellness Introduction module](#).
5. Reference the [National Alliance on Mental Illness College Guide](#) resource.
6. Reference the [National Alliance on Mental Illness StigmaFree Campaign](#) resource.

### b. Introduction to mental health. (35 minutes)

**Recommended Speaker:** Conference or institutional facilitator.

**Instructions:** The speaker will provide an overview of mental health that will help frame the issues discussed during the workshop. PowerPoint slides with scripted presentation notes can be found in the Mental Health Workshop PowerPoint Presentation template.

### c. World of Mental Health icebreaker activity. (20 minutes)

**Recommended Speaker:** Conference or institutional facilitator.

**Materials:** Newsprint, blue and yellow adhesive notes.

**Instructions:** The speaker will facilitate an icebreaker activity designed to identify words and emotions associated with mental health that will help break down stigma and demonstrate the importance of understanding and supporting student-athlete mental wellness. Recommended PowerPoint slides for this activity are included in the Mental Health Workshop PowerPoint Presentation template, and instructions for the icebreaker are included below:

1. Provide each participant with both blue and yellow sticky notepads.
2. Display the following questions on a PowerPoint slide and ask the participants to answer each question on a yellow adhesive note:
  - a. What is the first word that comes to mind when you think of mental wellness?
  - b. What brings you joy?
  - c. How do you relax?
3. Display the following questions on a PowerPoint slide and ask the participants to answer each question on a blue adhesive note:
  - a. What is the first word that comes to mind when you think of mental illness?
  - b. What causes you stress?
  - c. What interferes with your mental well-being?
4. After the participants have answered each of the questions, ask them to place their adhesive notes on a sheet of newsprint. (They also may place their notes on a wall or other open space.) Participants should create a pattern in which blue notes represent “water” and yellow notes represent “land.” The visual created by the notes represents the participant’s “world” of mental health.
5. The speaker will ask the participants to share their responses with the larger group and facilitate a discussion about why this activity was important and how it connects to the topic of understanding and supporting student-athlete mental wellness.



#### **d. Community and campus partners.**

##### **1. Conference mental health initiatives. (20 minutes)**

**Recommended Speaker:** Conference representative.

**Instructions:** The speaker will identify mental health initiatives and resources offered by the conference that schools can use to support their mental health programming. The speaker also will encourage collaboration and relationship building among athletics departments and campus communities.

##### **2. Campus student-athlete mental health concerns. (20 minutes)**

**Recommended Speaker:** Institutional mental health provider.

**Instructions:** A mental health provider from one school within the conference will present aggregate and de-identified data from their campus to describe a broad range of issues related to student-athlete mental health such as substance abuse, sexual violence and eating disorders. The speaker will use this data to share the types of challenges and experiences students, student-athletes and providers are experiencing on campus.

#### **e. Reflection and sharing activity. (20 minutes)**

**Recommended Speaker:** Institutional mental health provider.

**Instructions:** The speaker will facilitate a reflection and sharing activity in which participants reflect on and share ideas they've learned from the community and campus partners presentations. PowerPoint slides for this activity are included in the Mental Health Workshop PowerPoint Presentation template, and instructions for the activity are included below:

1. Designate one participant at each table as the note taker.
2. Display the questions below on a PowerPoint slide. Participants will discuss each question as a group at their table.
  - a. What did you find most surprising?
  - b. From what you've just heard, what are your primary concerns about student-athlete mental health?
  - c. What additional questions do you have about student-athlete mental health?
3. Ask the note takers to report their responses to the larger group. After each table has reported, facilitate additional discussion as needed or respond to outstanding questions.

Break (15 minutes)

### 3. Empathic response training (60-90 minutes)

**Recommended Speaker:** Conference facilitator.

**Materials:** [NCAA Coaches Assist for Empathic Response training video](#).

**Instructions:** This session is intended to train participants in empathic response as a strategy to have meaningful conversations about well-being with student-athletes and to support help seeking. The speaker will play the Coaches Assist for Empathic Response training video and facilitate discussion at designated opportunities identified throughout the video.



## Session II

(3½ hours)

### 4. Conference charge (10 minutes)

**Recommended Speaker:** Conference representative.

**Instructions:** The speaker will discuss the goals for this session and reinforce the expectation that schools will complete and implement an action plan to understand and support student-athlete mental wellness on their campuses through the integration of the Mental Health Best Practices.

### 5. Mental health best practices

#### a. Overview of Mental Health Best Practices. (35 minutes)

**Recommended Speaker:** Institutional athletics health care administrator.

**Instructions:** The speaker will present on the Mental Health Best Practices. PowerPoint slides with scripted presentation notes can be found in the Mental Health Workshop PowerPoint Presentation template.

#### b. Peer group activity. (60 minutes)

**Recommended Speaker:** Conference facilitator.

**Materials:** Markers, newsprint, paper, pen or pencil.

**Instructions:** The speaker will facilitate a peer group activity in which the ideas developed from this activity will inform each school's campus collaboration action plan. PowerPoint slides for this activity are included in the Mental Health Workshop PowerPoint Presentation template, and instructions for the icebreaker are included below:

1. Seat participants at tables with their peer group (student-athletes, coaches, athletic trainers, administrators, health/counseling, faculty, etc.).
2. Designate one participant at each table as the timekeeper.
3. Designate one participant at each table as the note taker.
4. Display the questions below on a PowerPoint slide. For each question, participants will answer the question individually and then discuss the question as a group. Instruct the note taker to write down responses for each question on a sheet of newsprint. For each question, the timekeeper will ensure the group will not surpass five minutes.

- a. In what ways can your peer group best understand and support student-athlete mental wellness? List three ways that address this question.
  - b. What are the three greatest challenges your peer group faces in understanding and supporting student-athlete mental wellness?
  - c. Who are important allies for your peer group efforts to understand and support student-athlete mental wellness? What are the greatest barriers to working effectively with these individuals or other groups? What ideas do you have for working more effectively with those individuals or groups identified?
  - d. What mental health education would be most helpful for your peer group? How would you want this education to be delivered?
5. Ask the note takers to report out their responses to the larger group, then facilitate a discussion about how these ideas can help inform each school's campus collaboration action plan that they will participate in later in the workshop.

## Break (15 minutes)

### c. Mental Health Best Practices Institutional Self-Assessment. (30 minutes)

**Recommended Speaker:** Conference facilitator.

**Materials:** [Mental Health Best Practices Institutional Self-Assessment worksheet](#).

**Instructions:** The speaker will reseal participants so that they are seated with other individuals from their institution. Once all participants are reseated, the speaker will instruct each table to complete the Mental Health Best Practices Self-Assessment worksheet.

## 6. Campus collaboration action planning (45 minutes)

**Recommended Speaker:** Conference facilitator.

**Materials:** Campus Collaboration Action Plan worksheet.

**Instructions:** The speaker will instruct each table to complete the Campus Collaboration Action Plan worksheet by referencing their self-assessment worksheet. The facilitator will encourage participants to identify specific next steps for their action plan. If time allows, the facilitator will ask one representative from each institution to share one of their next steps.

## 7. Evaluations (10 minutes)

**Recommended Speaker:** Conference facilitator.

**Materials:** Workshop evaluation form.

**Instructions:** The speaker will instruct each participant to complete the evaluation form. The conference staff will collect the completed forms and develop a summary document after the meeting to be shared with each school.

## 8. Closing comments (5 minutes)

**Recommended Speaker:** Conference commissioner or conference administrator.

## 9. Adjournment



# Agenda

<Insert Conference Name>

<Insert Event Name>

<Insert institution/conference>

<Insert location>

<Insert date>

<Insert time>

**1. Welcome.** *(Insert speaker name)*

**2. Overview of student-athlete mental health.**

- a. Student-athlete perspectives on mental health. *(Insert speaker name)*
- b. Introduction to mental health. *(Insert speaker name)*
- c. World of Mental Health Icebreaker activity. *(Insert speaker name)*
- d. Community and campus partners.
  - (1) Conference mental health initiatives. *(Insert speaker name)*
  - (2) Campus student-athlete mental health concerns. *(Insert speaker name)*
- e. Reflection and sharing activity. *(Insert speaker name)*

**3. Empathic response training.** *(Insert speaker name)*

**4. Conference charge.** *(Insert speaker name)*

**5. Mental health best practices.**

- a. Overview of Mental Health Best Practices. *(Insert speaker name)*
- b. Peer group activity. *(Insert speaker name)*
- c. Mental Health Best Practices Institutional Self-Assessment.  
*(Insert speaker name)*

**6. Campus collaboration action planning.** *(Insert speaker name)*

**7. Evaluations.** *(Insert speaker name)*

**8. Closing comments.** *(Insert speaker name)*

**9. Adjournment.**

# Mental Health Best Practices Institutional Self-Assessment Worksheet

Complete the worksheet with the numbers below to identify how well your school is implementing the components of each Mental Health Best Practice, using the following scale:

<b>1 - Best practice has been fully implemented</b>	<b>2 - Best practice has been partially implemented</b>	<b>3 - Best practice has not been implemented</b>
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<b>Best Practice No. 1: Clinical Licensure of Practitioners Providing Mental Health Care.</b>		
COMPONENT	SELF-EVALUATION	NOTES
Mental health care of student-athletes is done in collaboration with the primary athletics health care providers (athletic trainers and team physicians) and the licensed mental health providers who are qualified to provide mental health services.		
Formal mental health evaluation and treatment for student-athletes are provided ONLY by licensed mental health providers who are qualified to provide mental health services (clinical or counseling psychologists; psychiatrists; licensed clinical social workers; psychiatric mental health nurses; licensed mental health counselors; primary care physicians with core competencies to treat mental health disorders).		
Individuals providing mental health care to student-athletes have autonomous authority, consistent with their professional licensure and professional ethical standards, to make mental health management decisions for student-athletes.		
Individuals providing mental health care to student-athletes ideally should have cultural competency in working with collegiate student-athletes, as evidenced by professional training related to athletics, continuing education courses related to athletics or other professional development activities or experiences related to athletics.  With regard to societal diversity, cultural competency should extend to treating student-athletes from diverse racial, ethnic, gender identified, and other unique cultural experiences influencing help seeking.		



(Mental Health Best Practices Institutional Self-Assessment Worksheet continued)

<b>Best Practice No. 2: Procedures for Identification and Referral of Student-Athletes to Qualified Practitioners.</b>		
COMPONENT	SELF-EVALUATION	NOTES
<p><b>Mental Health Emergency Action Plan</b></p> <p>Mental health emergency action and management plan that specifies:</p> <p>Situations, symptoms or behaviors that are considered mental health emergencies.</p> <p>Written and rehearsed procedures for management of the following mental health emergencies:</p> <ul style="list-style-type: none"> <li>• Suicidal and/or homicidal ideation.</li> <li>• Sexual assault, with clarification regarding exemption from mandated reporting in this context.</li> <li>• Highly agitated or threatening behavior, acute psychosis (often involving hallucinations and/or delusions) or paranoia.</li> <li>• Acute delirium/confusional state.</li> <li>• Acute intoxication or drug overdose</li> </ul>		

## Best Practice No. 2: Procedures for Identification and Referral of Student-Athletes to Qualified Practitioners.

COMPONENT	SELF-EVALUATION	NOTES
<p>Written and rehearsed procedures on how to provide adequate response to emergency mental health crises.</p> <ul style="list-style-type: none"><li>• Identify situations in which the individual responding to the crisis situation immediately should contact emergency medical services.</li><li>• Identify situations in which the individual responding to the crisis situation should contact a trained on-call counselor, including the campus crisis center designated to address sexual assault.</li><li>• Identify trained on-call counselors who will be able to provide direct and consultative crisis intervention to the student-athlete in need to help stabilize the situation and recommend next steps for action. Working with on-campus health and counseling resources will facilitate identifying such trained personnel.</li><li>• Designate the management expectations of each stakeholder within athletics during a crisis situation (e.g., coach, sports medicine personnel).</li><li>• Specify steps to be taken by each stakeholder after an emergency situation has been resolved to provide appropriate resources and follow-up care to the student-athlete who experienced the mental health emergency.</li><li>• Specify a procedure for reviewing preventive and emergency procedures after the resolution of the emergency situation.</li></ul>		

## Best Practice No. 2: Procedures for Identification and Referral of Student-Athletes to Qualified Practitioners.

COMPONENT	SELF-EVALUATION	NOTES
<p><b>Routine Mental Health Referrals</b></p> <p>Routine mental health referral plans are written and disseminated to all staff, coaches and student-athletes.</p> <p>Written institutional procedures regarding the referral of student-athletes with nonemergency mental health concerns that:</p> <ul style="list-style-type: none"><li>• Establish the process by which protocol development will take place; include and collaborate with key campus constituencies, within and outside of athletics.</li><li>• Identify a point person within athletics responsible for facilitating such referrals.</li><li>• Provide coaches and other staff members with role-appropriate training about the signs and symptoms of mental health disorders and about behaviors to monitor that may reflect psychological concerns.</li><li>• Identify the communication channel for coaches, administrators or other nonclinical staff within athletics who are concerned about the mental health of a student-athlete.</li><li>• Ensure all stakeholders are aware of their responsibility to facilitate referral of the student-athlete to the appropriate personnel as specified by their institutional plan.</li><li>• Provide for sufficient resources to allow for the development, implementation and ongoing evaluation or review of protocols.</li><li>• Consider the diversity of your student-athletes (cultural, racial, ethnic, disability, sexual orientation, gender) and create protocols that reflect and support these differences.</li></ul>		

<b>Best Practice No. 2: Procedures for Identification and Referral of Student-Athletes to Qualified Practitioners.</b>		
<b>COMPONENT</b>	<b>SELF-EVALUATION</b>	<b>NOTES</b>
Annual communication is conducted with all stakeholders within athletics who work with student-athletes. This communication should include information about the importance of reviewing each stakeholder's role in all emergency action plans, including the mental health emergency action and management plan.		
All stakeholders within athletics who work with student-athletes are provided with written instructions about the practitioners to whom student-athletes with potential nonemergency mental health concerns should be referred.		

### Best Practice No. 3: Pre-participation Mental Health Screening.

COMPONENT	SELF-EVALUATION	NOTES
Screening questionnaire(s) for mental health disorders are considered as part of the pre-participation exam.		
A procedure is established for when, and to whom, symptomatic or at-risk student-athletes identified through a screening process will be referred.		
All decisions related to what approach will be taken to screening (including what screening instrument to consider and what responses or scores on this instrument warrant further follow-up) are made by the primary athletics health care providers (athletic trainers and team physicians) in collaboration with the licensed mental health providers who are qualified to provide mental health services. Examples may include those listed in Appendix F of the Mental Health Best Practices.		

<b>Best Practice No. 4: Health-Promoting Environments that Support Mental Well-Being and Resilience.</b>		
COMPONENT	SELF-EVALUATION	NOTES
<p>The primary athletics health care providers and the licensed mental health providers who are qualified to provide mental health services to student-athletes meet on an annual basis and develop strategies for educating student-athletes about institutional procedures for mental health referrals and management.</p>		
<p>All Student-Athlete Advisory Committee representatives and student-athletes receive information on an annual basis about the following:</p> <ul style="list-style-type: none"> <li>• Signs and symptoms of mental health disorders.</li> <li>• How to obtain mental health guidance from primary athletics health care providers (athletic trainers and team physicians) and licensed mental health providers who are qualified to provide mental health services.</li> <li>• Preventing and responding to sexual assault, interpersonal violence and hazing.</li> <li>• Peer intervention in the event of teammate mental health distress.</li> </ul>		

(Mental Health Best Practices Institutional Self-Assessment Worksheet continued)

<b>Best Practice No. 4: Health-Promoting Environments that Support Mental Well-Being and Resilience.</b>		
COMPONENT	SELF-EVALUATION	NOTES
<p>All coaches and the faculty athletics representative receive information on an annual basis about the following:</p> <ul style="list-style-type: none"> <li>• Appropriate first response to emergency situations.</li> <li>• Signs and symptoms of mental health disorders.</li> <li>• The importance of, and how to create, a positive team culture that promotes personal growth, autonomy and positive relations with others.</li> <li>• Sexual assault, interpersonal violence and hazing.</li> <li>• How to encourage and support student-athletes who are facing mental health challenges to seek appropriate management and referrals from the primary athletics health care providers (athletic trainers and team physicians) and licensed mental health providers who are qualified to provide mental health services.</li> <li>• The specific referral process that coaches should follow if they are concerned about a student-athlete's mental health.</li> <li>• The importance of understanding and helping to minimize the possible tension that can exist in student-athletes about adverse consequences for seeking mental health care.</li> </ul>		

# Campus Collaboration Action Plan Worksheet

Athletics department administrators may use this worksheet to plan next steps and identify potential mental health campus collaborators and how they will engage with them.

WHAT ACTION DO YOU WANT TO TAKE?	WHO WILL COLLABORATE?	HOW WILL YOU CONNECT WITH COLLABORATORS?	WHEN WILL YOU COMPLETE YOUR ACTION?	HOW WILL YOU KNOW IF YOU HAVE BEEN SUCCESSFUL?
1.				
2.				
3.				
4.				



# Workshop Evaluation Form

Thank you for attending the <<insert name of the event>>. We value your feedback and ask that you please complete this evaluation.

**Job title:** \_\_\_\_\_

**If you are a coach, please indicate which sport:** \_\_\_\_\_

**1. Why did you attend this program?** \_\_\_\_\_

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**2. What did you learn from this program?** \_\_\_\_\_

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**3. What did you like best about this program?** \_\_\_\_\_

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**4. Which parts of the program would you change, and how would you change it?** \_\_\_\_\_

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(Continued from page 25)

**5. In what ways, if any, will this program affect your work?** \_\_\_\_\_

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**6. What skills did you learn in this program?** \_\_\_\_\_

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**7. How would you apply the techniques presented in this program?** \_\_\_\_\_

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**8. Do you have any other comments or reflections about the program?** \_\_\_\_\_

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**9. Overall conference rating.**

- Poor                       Fair                       Good                       Excellent





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