

College Coaches Addressing Mental Health of Their Student-Athletes

A Synthesis Project

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Abstract

Mental health has been a hot topic of discussion across many NCAA college campuses. Student-athletes are speaking out about the high demands that are placed on them, whether they are competing at the DI level, DII, or DIII level. These demands are negatively effecting student-athletes mental health. In this synthesis project, the literature reviewed looked into college coaches' role in addressing their student-athletes' mental health. College coaches spend a large amount of time with their teams and research has shown that their role and attitude is essential. This literature review also showed that coaches are in a vital position to support their student-athletes with Mental Health Issues (MHIs). Coaches' who have positive relationships with their student-athletes, create a stigma free team environment, and who are actively trying to increase their Mental Health Literacy (MHL) are better suited to help their student-athletes who are struggling.

Key Words: Student-Athletes, Coaches, Mental Heath Issues, Mental Health Literacy

Chapter 1- Introduction

John Wooden was quoted saying, “Every coach needs a good hat rack.” Coach Wooden’s expression is interpreted as coaches metaphorically “wear many hats”, or in other words, have many roles. Coaches don’t just coach. Coaches academically advise, mentor, teach, listen to their student-athletes struggles, and much more. Coaches have the ability to influence and help shape the overall person. Coaches hold a position of authority and have a responsibility to care for the student-athletes they see day in and day out (Duffy et al., 2019).

Mental health or issues involving mental health includes the emotional, psychological and social well-being of a person. Signs of a person’s psychological distress is how it interferes with how they operate on a daily basis (Lebrun et al., 2020). Mental health literacy is being able to identify symptoms or a situation and determining if it could be problematic. Mental health literacy is also knowing how to respond accordingly with the skills of encouraging, care-seeking, and providing general emotional support (Kroshus et al., 2019). Student-athletes’ perceptions of their coaches’ mental health literacy often determines whether they will speak to them about their mental health or seek help in general (Duffy et al., 2019).

According to Kroshus et al., (2019) long gone are the days of authoritarian coaches yelling, “toughen-up, suck it up,” and other variations of intense verbiage. Coaches’ attitudes and insights towards mental health are imperative. Coaches should have some, at least a baseline, of mental health literacy through personal experience or professional development. Coaches can provide secondary prevention support by creating a stigma-free culture around mental health. Coaches noticing when a player is struggling and knowing when to provide them with the proper professional help is an example of a stigma-free team environment.

Mental health issues did not just appear, it has been a taboo topic especially in the sports world for decades. Mental health issues are rising, and the conversations are being had. Coaches cannot ignore it. If coaches want to continue to coach and be effective, they must consider their student-athletes mental health.

Statement of the Problem

Approximately 30% of female student-athletes and 25% of male student-athletes have reported struggling with mental health, specifically anxiety. Only 10% of all college athletes with known mental health struggles seek help from professional care. Data has shown that approximately 35% of elite athletes suffer from disordered eating, burnout, depression and/or anxiety (American College Health Association, 2021). Managing mental health and figuring out college coaches' role in this management process, will be vital to overall performance and overall well-being of the student-athlete.

Purpose of the Study

The purpose of this synthesis project is to review the literature on the role of coaches in addressing the mental health of their athletes.

Operational Definitions

1. Mental health literacy - "Mental health literacy (MHL), the knowledge and attitudes that aid in recognition, management and prevention of mental health issues, could help maintain positive mental health within the athletic community" (Sullivan et al., 2019).
2. Mental health issues - "Signs and symptoms that impact how a person thinks, feels, communicates, or behaves. Some common symptoms of mental health issues include changes in a person's mood, changes in how a person interacts with others, and changes in how a person

deals with daily stressors. A person with a mental health issue may find it difficult to complete tasks that are part of daily life” (Lebrun et al., 2020).

Research Questions

1. How prepared do coaches feel relative to handling student-athletes' mental health issues/concerns?
2. What resources and knowledge about mental health do coaches feel they need in order to foster success for their student-athletes?
3. What roles and responsibilities do coaches feel they have, relative to the mental issues of their student-athletes?

Delimitations

1. Articles used for this synthesis were related to mental health issues of college athletes and the role of NCAA college coaches.
2. The literature review was limited to articles and research published between the years of 2013 and 2023.
3. All articles used in this synthesis were full-text and peer reviewed.

Chapter Two- Methods and Procedures

The purpose of this chapter is to review the methods used to search the literature on the role of college coaches in addressing the mental health of their athletes. The studies collected for this synthesis were located using the EBSCO database through The SUNY Brockport's Drake Library. Within the EBSCO database SPORTDiscus with full text was another database used. The articles have been published between the years of 2016 and 2023, allowing the synthesis to have the most current information available.

Overall, there were 4 total searches conducted with different combinations of key words to collect the 10 total articles and journal used in this synthesis. The first search was completed using the SPORTDiscus database, the limits were set to full text, peer reviewed, and year range of 2013-2023. The first key words used was *mental health*, this produced 8,095 results. The addition of the key words, *college coaches*, then resulted in 53 hits. Through this search the articles gathered were, *Factors associated with coach-athlete conversations about mental health in intercollegiate sport* and *Response to Tomalski et al. (2019): Recommendations for adapting a Comprehensive Athlete Mental Health Screening Program for Board Dissemination*.

The second search introduced the inclusion of the third key word, *helping*. Still using the SPORTDiscus database and the limiters remained the same. This drastically narrowed the search and produced 2 results, the first being, *Coaches Mental Health Literacy and Role Perceptions for Supporting Young People's Mental Health*. The second journal was, *The Role of Stigma and Referral Source in Predicting College Student-Athletes' Attitudes Toward Psychological Help-Seeking*.

The third search involved a minor tweak of changing the key word, *helping*, to the word, *support*. The SPORTDiscus database and the limiters remained the same. This slight change in

key words resulted in 52 articles. *Combining Mental Health and Performance Interventions: Coping and Social Support for Student-Athletes* and *Supporting Young Athletes With Mental Health Issues: Coaches' Experience and Their Perceived Role*.

In the fourth search conducted the two main, two key words, *mental health* and *college coaches* remained the same, but the third key word for this search was *relationships*. This produced 20 total articles. From this search, the selected articles were, *Gratitude, Coach-Athlete Relationships, and Burnout in Collegiate Student-Athletes* and *Gratitude, coach-athlete relationships, and burnout in collegiate student-athletes*. The SPORTDiscus database and the limiters remained the same.

The fifth and final searched provided the last two articles for this synthesis project. The main field key word became, *mental health literacy*. This resulted in 97 various articles and journals. By adding the second key word(s), *college coaches*, this narrowed the search from 97 to 4. Articles and journals collected from this search were *Pre-post Evaluation of the "Supporting Student-Athlete Mental Wellness" Module for College Coaches* and *The Level of Mental Health Literacy Among Athletic Staff in Intercollegiate Sport*. The SPORTDiscus database and the limiters remained the same.

Within the SPORTDiscus database, articles were obtained from a variety of journals. These journals included the following titles: *Journal of Applied Sport Psychology*, where two articles were retrieved. *Journal of Clinical Sport Psychology* provided four different articles, this was the most used source for obtaining articles for this synthesis paper. *International Journal of Sports Science and Coaching*, *The Sports Psychologist*, *Journal of Sport Psychology*, and *Sports Health: A Multidisciplinary Approach*. Each of these journals provided one article each, respectfully.

The data collected in these searches used a variety of analysis strategies. These included; pre/post test scores, descriptive statistics, t-tests, thematic analysis, linear regression, structural equation modeling, and quasi-experimental design comparing covariances. The critical mass of this synthesis project contains the research from a total of 2,214 participants; 1,469 coaches, 727, student-athletes, and 18 athletic trainers. The participants were from various countries including, The United States, Ireland, Canada, and the UK. The total of the participants were made up of 52% male and 47% female. The average age of the coaches in these studies was 42.8 years of age. The average age of the student-athletes' in these studies was 20.7 years of age.

Chapter 3- Review of the Literature

The purpose of this chapter is to present a review of literature on college coaches' role in their student-athletes mental health. These articles have been categorized based upon various themes. The following topics will be presented: Coaches Role and Influence, Coach-Athlete Relationships, Coaches' Mental Health Literacy, Interventions, and Stigma of Mental Health Concerns in Sports. Coaches play an important role in the mental health screening process when they are educated with the proper knowledge to do so.

College Coaches Role and Influence

There are very limited professionals on a college campus who see student-athletes more than their coaches. Coaches and student-athletes interact almost daily. Between practices, meetings, competitions, coaches spend countless hours with their student-athletes. Coaches play a role in student-athletes mental health and it is up to them whether they choose to be supportive or absent in the process.

Coach-Student Relationships

As Murphy and Sullivan (2021) emphasized in their study, the college years come at a prevalent time in the development of college students as they are emerging as adults; they are between the ages of 18-24. This age group has the highest occurrence of mental illnesses. The purpose of their study was to increase the conversation between athletes and coaches in order to change team culture about mental health and decrease stigma within the context of sport. The study investigated 26 different sports and gather information from 136 Canadian coaches, 61% being male head coaches and 39% female head coaches. Using the *Theory of Planned Behavior (TPB)*, the researchers explored the coach-athlete conversation about mental health. Analyzing with linear regression, correlations, and means, the results showed 68% of coaches had spoken to

athletes about mental health and 70% of coaches agree that it is within their role as head coaches to be involved in athlete mental health (Murphy & Sullivan, 2021). Mental health trainings should continue to be promoted to all coaches so the conversations about mental health can carry on in the athletic community.

Building from conversations between coaches and players, Ruser et al. (2021) studied whether gratitude predicted burnout directly and indirectly through coach athlete relationships. The study investigated a large population of 596 NCAA student athletes, 76.5% female and 23.5% male. The students ranged across all divisions; 305 DI, 202 DII, 89 DIII. Student-athletes completed an online survey regarding student-athlete burnout, coach-athlete relationships, trait gratitude, and state gratitude. Trait gratitude is defined by Ruser et al. (2021) as, a positive character trait of being thankful for kindness. State gratitude is defined by Ruser et al. (2021) as, a short-term mood or affect that occurs after being the beneficiary of another's actions, which then motivates a person to return the favor. Through the structural equation model, the findings suggest that grateful student-athletes may experience less burnout. In addition, athletes who have a strong relationship with their coach may experience more gratitude (Ruser et al, 2021). Coaches should begin to incorporate gratitude practices into their coaching styles as it decreases athlete burnout and increases player coach relationships.

Coaches Mental Health Literacy

Coaches having knowledge, recognizing, managing and preventing mental health issues is known as Mental Health Literacy (MHL). Sullivan et al (2019). Sullivan and team investigated the MHL levels of coaches and athletic therapists in the intercollegiate sporting system. They studied 80 participants from Canadian Universities, 57 coaches and 18 athletic trainers. The participants were asked to complete an online survey which involved the Mental Health Literacy

Scale. This scale assessed knowledge and attitudes towards mental health and help seeking behaviors. The study found there was significant differences between genders, as females displayed higher levels of MHL than their male counterparts. There was no significant difference between coaches and athletic therapists. In addition, younger coaches and trainers showed to be more literate with mental health, so coaching/training experience did not seem to have a significant effect on MHL.

Lebrun et al. (2020), wanted to gain better insight of coaches' perceived role, knowledge, and needs to they can better serve student-athletes with mental health issues (MHIs). The researchers examined talent-development coaches' experiences of athletes having faced MHIs. This then allowed a second objective to emerge as participants shared their own opinion on how sport environments could improve the support offered to coaches and athletes encountering MHIs. The study investigated 11 talent-development coaches based in the UK. Using thematic analysis and verbatim transcribed interviews, Lebrun et al, (2020), monitored coaches day-to-day at practice observing them dealing with mental health issues (MHIs). The themes were generated at a semantic level with Braun and Clark's step-by-step guide. Findings suggested that coaches need more appropriate knowledge and tools in order to properly respond to their student-athletes MHIs. Support from professionals in the mental health field are very much needed (Lebrun et al. 2020).

Support from mental health professionals and increased knowledge of coaches will not only benefit the coaches but the whole team. The goal of Duffy et al (2019) study was to examine how coaches' MHL promotion, prevention, and early intervention behaviors related to helping young athletes' sport mental health. The study surveyed 296 Gaelic game coaches in Ireland ranging from ages 18-64. These coaches completed a cross sectional design survey which

was broken up into multiple sections: sociodemographic information, self-measure of participants' MHL for depression, and role perceptions focusing on their engagement in promotion, prevention and early intervention of mental health. In this study, role perceptions were a mix of role breadth and role efficacy; role efficacy and role breadth are how much a coach believes that mental health support should be a part of their job; role efficacy is referring to how proficient a person is in performing their role. The study concluded that both role breadth and role efficacy related to coaches' engagement in promotion, prevention, and early intervention. In addition, coaches should be a source of help to their players who may be experiencing mental health issues (Duffy et al. 2019).

Interventions

Mental health issues are not just going to go away, it is about managing stressors and developing healthy coping habits. Fogaca, (2021), study aimed to teach college student-athletes coping skills to improve both performance and mental health and increase their social support from coaches and teammates. This study examined 88 NCAA DI participants, 51% female, 49% male, 83% white, 17% other. Participants were split into intervention groups and waitlist control groups. They completed the *Demographic, Athletic Coping Skills Inventory, Beck Anxiety Inventory, Beck Depression Inventory*, and the *World Health Organization Quality of Life Questionnaires*. From there the researchers conducted five intervention sessions with teams, four intervention sessions with captains, and two intervention sessions with coaches. Through the quasi-experimental design, the researchers analyzed the covariance for each dependent variable where they were used to compare means between intervention and control groups using their preintervention values as covariates. Findings showed, athletic coping skills significantly improved for the intervention group compared to the control group. In addition, all the dependent

variables showed improvement post intervention but nothing significant besides anxiety. Fogaca et al. suggests future research should plan their interventions to improve the student-athletes' mental skills for both mental health and performance. This emphasizes the holistic support of the student-athletes and aids in their overall development and well-being (Fogaca, 2021).

Rancourt et al, (2020), responded to Tomalski et al. (2019), *Recommendations for Adapting a Comprehensive Athlete Mental Health Screening Program for Broad Dissemination*. This response is aimed to help professionals who have fewer resources or less institutional support to apply key aspects of student-athlete mental health screening. This study targeted, DII, DIII, and NAIA institutions. Rancourt et al, (2020), made adjustments and suggestions to the following topics: staffing and time issues, coaching involvement, and reliability of validity of screening tools. Regarding staffing and time issues, it was encouraged that higher educational institutions have some community referral sources for screening and treatment options. The athletic departments need to establish relationships with local mental health resources and triage student-athlete mental health issues. Regarding coaching staff involvement, coaches can help at a subclinical level by identifying symptoms. This will increase their mental health literacy and remove barrier for student-athletes. Lastly, reliability and validity of screening tools, athletic departments can create a survey combining different questionnaires to measure potential mental illnesses. Rancourt et al, (2020), encourages and hopes the conversations around mental health in student-athletes continues to keep enhancing and promoting screening practices and mental health literacy programs.

Simoni, (2022) goes deeper into how a coach personally can approach and help student-athletes with mental health concerns. Simoni, (2022) emphasized the increase of psychological problems of depression, anxiety, substance abuse, eating disorders, and self-harm heightened by

the COVID-19 pandemic. The researchers encouraged coaches to follow these practices with their student-athletes mental health issue. It noted that coaches need to be proactive. Coaches should expect their athletes to be distressed at some point. They then need to encourage their athletes to express their worries and concerns. Coaches should then express empathy and ask them what they need. This all helps to destigmatize mental health concerns especially around sports. Coaches need to make referrals to professionals, as they recognized they are not the professionals in this field. Finally, coaches need to maintain connections, check in on them, and be there for support. Another part of Simoni, (2022) work suggested coaches should also seek support for their own mental health when they are in distress so it does not detract them from their coaching so they can better serve their student-athletes.

Stigma of Mental Health Concerns in Sports

There are various factors that play into the role of student-athletes who experience psychological distress. The pressure of high academics, athletic expectations, and other stressors of being an 18–24-year-old. Wahto et al (2016), had two objectives in their study. First, they examined the relationships between public stigma, self-stigma, and mental health help-seeking attitudes in college student athletes. They also tested whether referral source would have an impact on student athletes' willingness to seek mental health help. The study sampled 43 student-athletes. The participants completed a measure of attitudes toward seeking professional help; one public stigma and one self-stigma. The researchers analyzed the data using conventional content analysis, means, standard deviations, and descriptive statistics to dissect self-stigma and public stigma. In reference to the first objective, self-stigma and public stigma both had a significant effect on an individual's attitudes toward seeking help for mental health issues. Specifically, self-stigma has a larger effect on help seeking attitudes than public stigma.

Regarding the second objective, student athlete's perceptions of how others would view them was a notable factor in their readiness to seek help. Although, student athletes who are encouraged to seek psychological help by a family member are significantly more willing to seek out those services compared with other referral sources (Wahto et al, 2016).

There are multiple barriers influencing student-athletes seeking help. It could be the stigma or the belief that expressing help to their coaching staff would decrease their playing opportunities. Kroshus et al. (2019) wanted to know if the completion of the NCAA's "Supporting Student-Athlete Mental Wellness" online module for coaches lead to greater mental health literacy and reduced stigma. 969 head coaches from NCAA institutions participated in this study. These coaches answered a set of questions to determine baseline of their MHL, past behaviors, and attitudes towards seeking help. In addition, the coaches completed an online educational module, with another short survey. All-encompassing the concepts of, signs and symptoms of mental illness, the role of the coach in fostering a positive team environment, the role of the coach in encouraging student athletes to seek help, how to identify and respond to mental health situations, and stigma surrounding mental illness (Kroshus et al, 2019). Descriptive statistics were reported for the full sample at pre and post-tests. Results showed that the online module increased coaches MHL and decreased stigma about the sport consequences of mental health help seeking. The study also concluded that DIII coaches had fewer stigmatizing beliefs compared to DI and DII. Also, female coaches are more likely to provide emotional support opposed to male coaches (Kroshus et al, 2019). Making team environments open to the conversation about mental health will encourage student-athletes to seek help. As coaches in the end, it is their job to care for them entirely as a whole person, not just an athlete.

Summary

Overall, these themes encompass the environments college coaches are in and the role they play in addressing mental health concerns with their student-athletes. Whether coaches realize it or not, they are on the front lines of recognizing and sensing distress in their players. Increasing knowledge in these areas will only increase coach-athlete relationships, reduce stigma and make coaches' more confident when encounter mental health issues and discussions.

Chapter Four: Results, Discussion and Recommendations for Future Research

The purpose of this chapter was to present the results of the review of literature on college coaches' role in student-athletes' mental health and how these results align with the purported research questions which guided this synthesis project. In addition, recommendations for future research as it related to coaches' role in student-athletes' mental health will also be presented.

The results of this review of literature revealed many conclusions. First, the role of college coaches in regards to mental health is very important. They are often the first line of defense. This is determined by coaches' relationships with their student-athletes. If coaches are educated with mental health knowledge, or have high MHL, and if coaches are actively trying to decrease the stigma of mental health, they are more sensitive and effective at helping their athletes. In addition, the research exposed that coaches need to be more equipt with tools and knowledge of mental health to even perform the tasks above.

Discussion

Interpretations

As part of this literature review, multiple research questions were posed. The first research question examined was, how prepared do coaches feel relative to handling student-athletes' mental health issues/concerns? The results of the literature review showed that a significant amount of coaches do not feel prepared to handle MHIs, especially male coaches. For example, Sullivan et al. (2019), shedded light on the glaring difference between female coaches MHL and male coaches MHL; females displayed significantly higher levels of MHL. In addition, referencing Kroshus et al. (2019), it was found that female coaches are more likely to provide emotional support in mental health situations opposed to their male counterparts. With

that information, Rancourt et al. (2020), went into detail of how a majority of NCAA institutions do not have the resources to support this area of mental health, or in other words, make it a priority. So how are the coaches, especially male coaches suppose to increase their MHL, when the colleges they work for can't provide the trainings? It's not an unwillingness to learn, it's staffing issues, it's burn out, and flat-out unethical underqualification for some coaches to adequately provide the support that these student-athletes need.

The second research question that was examined was, what resources and knowledge about mental health do coaches feel they need in order to foster success for their student-athletes? The results of the literature review showed the coaches aren't aware of the *exact* resources and knowledge, but are aware that there needs to be an increase in resources and knowledge provided to them by their institutions. For example, in Lebrun et al. (2020), the coaches felt they are under equip with mental health tools and knowledge. These coaches' thought support from professionals in the mental health field were needed at their universities. Fogaca (2021), also noted that MHL does not have to fall all on the coaches. Fogaca argued that student-athletes need to learn coping skills, which will help with their mental health. This is not in many coaches' job description necessarily, but here would be where trained mental health professionals could be an asset, by helping athletes self-regulate and gain greater control of coping mechanisms.

The final research question that was examined was, what roles and responsibilities do coaches feel they have, relative to the mental issues of their student-athletes? The results of the literature review showed a majority of coaches think that it is in their role as coaches to be involved in student-athlete mental health. For example, Sullivan (2021), found 70% of head coaches agreed they should be involved. The same sample size supported mental health trainings

and believed they should be promoted by athletic departments. Comparably, Ruser et al. (2021), discussed the impact of gratitude. If coaches start incorporating gratitude practices into their coaching styles there will be less burnout. Often times it is negative team environments and relationships that triggers mental health issues. Coaches can control their philosophies and coaching styles. In addition, Simoni (2022), explains how coaches can make little adjustments so they are more proactive in mental health situations. From being empathetic to being aware of their own personal mental health, this can benefit their whole teams holistic well being.

Implications

The conclusions found in this literature review coincide with previous research on the fact NCAA student-athletes are suffering from MHIs. The research in this synthesis projects digs deeper into the role of college coaches and how they are a resource. As it has been repeated, some coaches need to adapt and get with the times because players are struggling and change is needed.

Overall, college coaches need to be aware and willing to make a slight shift of roles and responsibilities. If they wanted to be mental health counselor they would have been, but they are not being asked too. What is being asked of college coaches is to become a little bit more knowledgeable of the signs and symptoms of anxiety and depression, be a little more empathetic when a student-athlete says, "I'm just not myself today", and listen. Know the professional resources on your campus and the important hot-lines; support and refer. From there, advocate for your players. Speak to administrators so they can then get in contact with NCAA representatives so real change can be up in action.

Recommendations for Future Research

The following limitations were noted regarding the studies under review. The participants that were researched may not have been entirely honest with their responses. Even though the studies were anonymous, participants could have been reluctant to open up about their personal mental health struggles. Another limitation was the timing of the studies. Some of the surveys and experiments were done while some of the student-athletes and coaches were in season, some were out of season, both of these factors could have altered results.

Based on these limitations and other insights related to the literature, the following recommendations for future research should be considered:

1. Future research should look into coaches' mental health. As we learned, if coaches' are in distress and do not have the knowledge and resources to care for themselves, they will not be able to properly care for their student-athletes.
2. Future research should continue to conducting studies with student-athletes mental health, especially post-pandemic. High school students who are now becoming college athletes, will provide different information as they are a different population than those who were student-athletes during the pandemic.
3. Future research should focus on the "how". How higher educational institutions are going to make this a priority so they can increase the staffs' mental health literacy to better serve their athletes.

Summary

The purpose of this synthesis was to review the literature on college coaches' addressing the mental health of their student-athletes'. Delimiting variables were used to do an exhaustive data-based search which yielded 10 articles that were chosen for review. These articles were then

systematically used to determine the role of college coaches' addressing the mental health of their student-athletes.

Research showed that coaches' play a vital role in addressing student-athlete mental health. Through developing stronger coach-athlete relationships, decreasing the stigma around mental health, and increasing our coaches MHL, coaches can be fully provided with the tools on how to properly care for their student-athletes during these hard times. Now that this is known information, the next step is figuring out how to.

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Appendix A: Article Grid

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion Recommendations Research Commonality
Duffy, J., Rooney, B., & Matthews, J. (2019).	<i>Coaches Mental Health Literacy and Role Perceptions for Supporting Young People's Mental Health</i>	Journal of Applied Sport Psychology	-To examine how coaches' mental health literacy, promotion, prevention, and early intervention behaviors related to helping young people's mental health in sports.	-296 Gaelic game coaches in Ireland (14% female) aged 18-64 - Coaches completed a cross sectional design survey	-Standard deviations, correlations, and means were calculated.	- Participants engaged in promotion, then prevention, and early intervention. - MHL was not directly related to promotion or to role efficacy. -The indirect relationship between MHL and promotion via role breadth was significant	- Include more females from different sports time and at a higher level - Design of survey to include more participants -Developing coaches' competence of mental health support young people
Fogaca, J. L. (2021).	<i>Combining Mental Health and Performance Interventions: Coping and Social Support for Student-Athletes</i>	Journal of Applied Sport Psychology	-The study aimed to teach college student-athletes coping skills to improve both performance and mental health and increase their social support from coaches and captains.	-88 total participants -All DI athletes (<i>M</i> age 19.8) -51% female, 83% white -Participants were split into intervention groups and waitlist control groups. They completed the Demographic, Athletic Coping Skills Inventory, Beck Anxiety Inventory, Beck Depression Inventory, and the World Health Organization Quality of Life questionnaires	-Quasi experimental design -Analyses of covariance for each dependent variable were used to compare means between intervention and control groups using their preintervention values as covariates.	-Athletic coping skills significantly improved for the intervention group compared to the control group. -All the dependent variables showed improvement post intervention but nothing significant besides anxiety	-Future researchers should do more research on it when the participants are in the season. -Researchers should evaluate interventions to address mental skills for both performance and mental health. -holistic support of student-athletes development and well-being of the athletes -Future research should consider a larger sample size, this study was close to finding significant differences in depression scores. A larger sample size was used in previous interventions were

				<ul style="list-style-type: none"> -5 intervention sessions with teams - 4 intervention sessions with captains -2 intervention sessions with coaches 			
<p>Kroshus, E., Wagner, J., Wyrick, D. L., & Hainline, B. (2019).</p>	<p><i>Pre-post Evaluation of the "Supporting Student-Athlete Mental Wellness" Module for College Coaches.</i></p>	<p>Journal of Clinical Sport</p>	<p>-This study is determining if the completion of the NCAA online module increase MHL, reduce stigma, and increase intentions</p>	<p>-969 NCAA coaches (33.12 % DI, 24.32% DII, 42.56% DIII) - Coaches answered a set of questions to determine baseline of MHL. -Online educational module, with another short survey - 36% completed post-test surveys.</p>	<p>-Descriptive statistics were reported for the full sample at pre and post tests</p>	<p>-Results suggest that the online module increased coach MHL and decreasing stigma about the sport consequences of mental health help seeking. - No significant difference in emotional support referral behavior from pre to post test. -DIII coaches had fewer stigmatizing beliefs compared to DI and DII -Female coaches are more likely to provide emotional support opposed to male coaches</p>	<p>-Include assistant determine whether differences in MHL position -Include participants provide more general response rate -Use a larger ecological help identify areas to support coaches</p>
<p>Lebrun, F., MacNamara, A., Collins, D., & Rodgers, S (2020)</p>	<p><i>Supporting Young Athletes With Mental Health Issues: Coaches' Experience and Their Perceived Role.</i></p>	<p>The Sport Psychologist</p>	<p>-This study examined talent-development coaches' experiences of athletes having faced mental health issues (MHIs) it also allowed participants to</p>	<p>-11 talent-development coaches based in the UK (2 female, 9 male) -M age 42.55 ranging from 30 years old to 62 years old</p>	<p>-Thematic analysis, 11 verbatim-transcribed interviews -Braun and Clark's step-by-step guide (reports patterns in data which creates themes).</p>	<p>-Finding suggest that coaches need more suitable and context specific knowledge and tools to appropriately respond to their student-athletes MHIs.</p>	<p>-Gaining more insight into coaches' perceptions of student-athletes with MHIs is circuitual for sport intervention -Athletes are reluctant to talk about MHI with their coaches because of potential stigma that might arise - Athletes are reluctant to talk about MHI due to lack of understanding about</p>

			share their own opinion on how sport environments could improve the support offered to coaches and athletes encountering MHIs.	-Monitoring coaches day-to-day at practice observing them dealing with MHIs -a realist approach focusing on participants experiences, meaning, and reality. -Themes were generated at a semantic level		-Coaches' need more support from professionals in the mental health field	-Further support for coaches as well as of a referral network to better support the
Murphy, J., & Sullivan, P. (2021).	<i>Factors associated with coach-athlete conversations about mental health in intercollegiate sport</i>	International Journal of Sports Science and Coaching	-This study was to increase the conversation between athletes and coaches in order to change team culture about mental health and decrease stigma within the context of sport.	-136 Canadian coaches (61% male head coaches) -26 difference sports represented - Using the Theory of Planned Behavior (TPB) & survey	-Linear regression, correlations and means were calculated	-68% of coaches had spoken to athletes about mental health -70% of coaches agree that it is within their role as head coaches to be involved in athlete mental health	-Mental health training continue to be provided to members of the athletic department (specifically improved and social norms) -Additional training actions of coaches to address mental health feel acceptable
Rancourt, D., Brauer, A., Palermo, M., Choquette, E. M., & Stanley, C. (2020)	<i>Response to Tomalski et al. (2019): Recommendations for adapting a Comprehensive Athlete Mental Health Screening Program for Board Dissemination</i>	Journal of Sport Psychology in Action	-This journal describes a variety of recommended adaptations of Tomalski et al. (2019) comprehensive program and additional considerations to help professionals who have fewer resources or less institutional support to implement key aspects of	-Not applicable	-Adaptations were made to staffing and time issues, coaching involvement, and reliability of validity of screening tools.	-Staffing and time issues: athletic department staff could partner with non-SEP clinical graduate programs to provide psychoeducation and resources for student-athletes. Community referral sources for screening and treatment options 1. Identify local mental health referral sources	-Implementation of athlete mental health triaging should occur in an ethical way. -Hope to continue to occur to enhance screening practices and health literacy programs

			student-athlete mental health screening.			<p>prior to screening student-athletes</p> <p>2. Establish relationship with the identified resources</p> <p>3. Athletics department staff screen athletes.</p> <p>4. Triage student-athletes.</p> <p>-Coaching staff involvement: coaches mental health literacy is critical to remove barriers. Coaches can help at a subclinical level by identifying symptoms and issues. Workshops are cost effective and can help to enhance coaches' confidence in MHL.</p> <p>-Reliability and validity of screening tools: create a survey combining different questionnaires to measure potential mental illnesses</p>	
Ruser, J. B., Yukhymenko-Lescroart, M. A., Gilbert, J. N., Gilbert, W., & Moore, S. D. (2021).	<i>Gratitude, coach-athlete relationships, and burnout in collegiate student-athletes.</i>	Journal of Clinical Sport Psychology	-This study investigated whether gratitude predicted burnout directly and indirectly through coach athlete relationships.	-596 student athletes total 76.5% female -305 DI, 202 DII, 89 DIII - student athletes completed an online survey regarding student	-Structural equation modeling - Athlete burnout was measured using the ABQ (a 15-item scale) -Coach-athlete relationships was measured	-The findings suggest that grateful student-athletes may experience less burnout. -Athletes who have a strong relationship with their coach	-Future research relationships that study, using experimental quasi-experiments -Future research manipulate sport through interventions sport state gratitude -Future search show more male since 76.5 females.

				athlete burnout, coach-athlete relationships, trait gratitude, and state gratitude.	using the CAR questionnaire (11 items measuring closeness, commitment and complementarity -Trait gratitude was measured using The Gratitude Questionnaire-6 -State gratitude (sport and general) was measured using the Gratitude Adjective Checklist	may experience more gratitude. -Results showed that trait, general state, and sport state gratitude and CARs predicted the three dimensions of athlete burnout. -The initial model only partially supported the primary study hypotheses.	-Coaches should use gratitude practices as coaching styles as athlete burnout.
Simoni, J. M. (2022).	<i>Best practices for coaching an athlete with mental health concerns</i>	Sports Health	- Letter to the editor in Sports Health listing best practices for coaching athletes with mental health concerns	-Not applicable	-Not applicable	-Psychological problems (depression, self-harm/suicide, anxiety, substance use, eating disorders) are a growing concern and exacerbated by the pandemic. -best practices for coaches in regard to mental health are to be proactive (expect your athletes to be distressed at some point), encourage your athletes to express their worries and concerns, express empathy, ask them what they need from you, destigmatize mental health concerns, make referrals to	-Coaches should be aware of signs from athletes or coaches outside of the team to prevent distress, so it does not affect their coaching

						professionals, and maintain connections and check in on them.	
Sullivan, P., Murphy, J., & Blacker, M. (2019)	<i>The Level of Mental Health Literacy Among Athletic Staff in Intercollegiate Sport</i>	Journal of Clinical Sport Psychology	-The study investigated the MHL levels of coaches and athletic therapists in the intercollegiate sporting system.	-80 participants from Canadian universities (57 coaches, 18 ATs) -24 females, 54 males participants were asked to complete an online survey which involved the Mental Health Literacy Scale	-Multiple independent t-tests were conducted to compare MHL scores	- Females typically display higher levels of MHL (showed significant differences between genders as females scored higher in MHL than males) - Females are more literate when it comes to specific mental health issues -No significant difference between coaches and Athletic therapists -MHL was extremely highly correlated to age and total experience.	-Coaches can be a barrier Coaches who are and supportive of MH issues; students more likely to seek help. -Coaches who do not support will hinder seeking help. -Stigma was perceived as an influential barrier followed by a lack of MHL, and past negative experiences of help
Wahto, R. S., Swift, J. K., & Whipple, J. L. (2016)	<i>The Role of Stigma and Referral Source in Predicting College Student-Athletes' Attitudes Toward Psychological Help-Seeking.</i>	The Journal of Clinical Sport Psychology	-The purposes of this study were to (a) examine the relationships between public stigma, self-stigma, and mental health help-seeking attitudes in college student athletes, and (b) test whether referral source would have an impact on	- 43 participants (student athletes) -Completed a measure of attitudes toward seeking professional help; One public stigma and one self-stigma	- Analyzed using conventional content analysis - Used means and standard deviations - Descriptive statistics to analyze attitudes, self-stigma and public stigma - Hierarchical regression for SSOSH and SSRPH scores	- Student athletes' perceptions that others would view them negatively if they were to seek help may be internalized into negative views of oneself for seeking help - Coaches were among the least rated options for student athletes to talk about their Mental health issues	- Coaches and teachers can increase MHL and intelligence in our student-athletes -Student-athletes over time, belief that their issues are not serious enough to discuss, awareness or access to resources/services, embarrassment - Student-athletes may not be referred to service member rather than teammate so it is less likely -MHL of coaches may be able to influence student athletes willingness

			<p>student athletes' willingness to seek mental health help.</p>			<ul style="list-style-type: none"> - Fear of stigma was highly rated as a reason not to seek help - Student athletes who are encouraged to seek psychological help by a family member are significantly more willing to seek out those services compared with other referral sources. - Social and self-stigma are significant predictors of attitudes toward help seeking 	<p>involving family suggesting service</p> <ul style="list-style-type: none"> - Future research examine the relationship between help seeking behavior, stigma, and other factors that have not previously been examined in college student athletes
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