

UBC Women Varsity Athlete Thriving

Group: #7

Prepared by: Alexandra Baker, Audrey De Boer, Jenna Dhaliwal, Izzy Loschiavo, Kanishk

Sehgal

Partner Organization- UBC Recreation

KIN 464

Dr. Andrea Bundon, andrea.bundon@ubc.ca

Disclaimer: UBC SEEDS Sustainability Program provides students with the opportunity to share the findings of their studies, as well as their opinions, conclusions and recommendations with the UBC community. The reader should bear in mind that this is a student research project and is not an official document of UBC. Furthermore, readers should bear in mind that these reports may not reflect the current status of activities at UBC. We urge you to contact the research persons mentioned in a report or the SEEDS Sustainability Program representative about the current status of the subject matter of a report.

Executive Summary

The purpose of this project is to gather knowledge and insight from women varsity athletes at the University of British Columbia (UBC) on how they perceive their levels of thriving throughout their competitive season. Additionally, this study provides recommendations as to how thriving may be improved through different stages of their athletic season during the course of a year, and what can be done better to support varsity athletes. These findings can guide UBC Athletics as to when is the best time and frequency to study varsity athletes' thriving. The study can be used to provide insight to help future research in this area and increase awareness of the importance of women varsity athletes thriving and athlete well-being.

Thriving has been defined as the development of self-actualization, personal fulfillment, and realization of one's fullest potential (Benson & Scales, 2009). This includes achieving at a high level of athletic and academic performance and an overall, positive well-being (Augustus et al., 2023).

This study was conducted using a 31-question online survey that included a mix of open-ended, multi-select, Likert-scale type, and yes-or-no questions examining mental health, thriving and overall well-being. A total of 43 individuals accessed the survey. Thus, 41 undergraduate students and 2 graduate students at UBC were assessed in this study. The sample size included participants within the age range of 17-25 years old, and the varsity sports that they were associated with included basketball, softball, rugby, track and field, rowing, soccer, swimming, cross country, field hockey and ice hockey.

Results from the survey show that academic stress negatively affects thriving for the majority of student athletes, with 52% at their lowest levels of thriving during midterm exams, and 29% during final exams. Additionally, thriving levels in the athletic season are highest during pre-season, and the lowest during playoffs. Furthermore, emotional exhaustion is the biggest indicator of low thriving levels. Factors negatively affecting thriving include poor sleep habits, individual performance in the season, issues with coaches and teammates, and lack of confidence. Factors that positively affect thriving are joining extracurricular clubs, spending time in nature, socializing with friends, and reading. When looking at factors that prevent varsity athletes from accessing mental health services on campus, we note that 54.76% of participants felt time was the largest barrier. This was followed by lack of awareness (26.19%), finances (9.52%), stigma (7.14%) and others (2.39%).

Overall, three recommendations have been made based on the results of our study. First recommendation is ongoing education and training for the teams' coaches. Second, based on the athletes perceived lack of time to access mental health support, we recommend bringing in general mental health support to athletes, and not just sport specific counseling. Third, is to host workshops that engage athletes with available programs and services at UBC and resources, especially during times of low thriving, to increase awareness of mental health services available at UBC.

Introduction and Literature Review

The concept of individual well-being, specifically mental health, has emerged as an increasingly important topic in understanding individual and societal thriving. The World Health Organization (2022) defines mental health as the ability to manage life stressors which, in turn, allows one to be able to live, learn, and work productively throughout their daily lives. Similar to mental health, thriving has been defined as the development of self-actualization, personal fulfillment, and realization of one's fullest potential (Benson & Scales, 2009). This includes achieving at a high level of performance and an overall, positive well-being (Augustus et al., 2023). Thriving can also be attributed to one's experience with accomplishment, contentment, prosperity, and confidence (Brown et al., 2018). For this reason, in collaboration with the University of British Columbia (UBC) Athletics, this project will focus on research, analysis, and an assessment of the thriving of varsity athletes at UBC; more specifically, it will address UBC varsity athletes' thriving among the female population throughout various stages of their athletic season.

According to Weber et al. (2023), college student-athletes may be more vulnerable to pressures associated with mental health problems making balancing academics and sport more challenging. More recently, mental health issues have become a topic of concern for the adolescent population, especially during the difficult transitional years into adulthood, and are linked to enduring negative outcomes for the individual. Moreover, athletes are commonly perceived to be among the healthiest members of our society (Whelan et al., 2024). However, the combination of academic pressures, internal and external performance standards, time constraints, injuries, a strong attachment to their athletic identity, and physical exhaustion can contribute to depression and mental health issues among them (Whelan et al., 2024). These

negative outcomes include a decrease in one's academic achievement (Harrer et al., 2018). It is important to recognize, mental health disorders frequently spike during one's time in college or university. Although helpful treatments exist for those who require assistance coping with their mental health challenge, only one in five university students receive minimally sufficient treatments (Harrer et al., 2018).

Additionally, varsity athletes have the added pressure of maintaining physical conditioning both during the season and within the off-season, combined with the regular stressors that non-student athletes face. In addition to their sport-related stressors and performance demands, varsity students also face academic pressures of trying to keep up with coursework and assignments while traveling or competing, as well as maintaining a social life (Dubuc-Charbonneau & Durand-Bush, 2014). In a similar manner, Weber et al. (2023) studied the prevalence of depression and anxiety in student-athletes at the university level. Their results indicate that 22.3% or one in every four collegiate student-athletes reports signs of depression. Even more, Dubuc-Charbonneau & Durand-Bush (2014) explain how women varsity athletes are at a higher risk for emotional and physical exhaustion compared to their male counterparts. A study by Bernhardsdottir & Vilhjalmsson (2012) further denotes that nearly 23% of women varsity athletes suffer from at least moderate levels of psychological distress and require some form of professional support to help them cope. Comparing the prevalence of depression in males and females, Weber et al. (2023) notice that 13.8% of women varsity athletes reported signs of depression, compared to 8.5% of males. Weber et al. (2023) also observe a similar trend in anxiety levels, in which 15.2% of women athletes reported signs of anxiety compared to 8.2% of male athletes. Overall, through both the competitive season and the

off-season, varsity athletes face the dual challenge of unique pressures and demands of maintaining academic and physical performance, impacting their well-being.

Currently, most research that investigates a varsity athlete's level of thriving and psychological well-being is strongly centered on how these issues impact male varsity athletes, with minimal information focused on the impacts on female varsity athletes. The articles reviewed underscore the need for interventions and support systems that address the specific needs of female athletes throughout different stages of the academic and athletic year, particularly during the in-season period, which can be especially demanding. This lack of research and focus on female athlete thriving is confirmed by Walton et al. (2021), which asserts that there is absence of attention given to gender-based differences in athlete mental health despite its effect on the health outcomes of a majority of women varsity athletes. However, Dubuc-Charbonneau & Durand-Bush (2014) does still highlight the increased risk of emotional and physical exhaustion and sport devaluation among women varsity athletes compared to their male counterparts. Likewise, Bernhardsdottir & Vilhjalmsjon (2012) discusses the increasing concern of distress within the female population within a university setting. Thereby, the demands of participation in varsity sport is compounded by the day-to-day concerns of life in university. Schaal (2011), in a similar fashion, emphasizes that women athletes are at a 1.3 times higher risk of getting diagnosed with a mental health disorder, and twice as likely to suffer from depression compared to male athletes. These increased risks further emphasize the unique stressors that are faced by women, as well as the need for further investigation into the issue. As such, Dubuc-Charbonneau & Durand-Bush (2014) stress the importance that future research needs to investigate and be tailored to resources, training, and recovery programs for women varsity athletes in order to reduce risk of emotional and physical exhaustion. The overall results

from these studies show the significant difference between mental health symptoms and well-being between male and women varsity athletes. Thus, it is imperative that the experiences of women varsity athletes are investigated more comprehensively to address their specific needs and challenges in university sports programs, which is the basis of the purpose of this research.

Ultimately, the purpose of this research is to better understand women varsity athletes thriving and strategies to improve well-being during different times throughout the season. This research will specifically focus on providing insights into how women varsity athletes perceive their levels of thriving during different stages within their athletic season. The goal of the study is to provide recommendations based on these findings that can guide UBC Athletics to determine what is the best time and frequency to look at athlete thriving in the future.

Methods

Rationale

This research study gained insight into the levels of thriving amongst UBC women varsity athletes throughout various points of both their academic year, and athletic season. As mentioned previously, women varsity athletes are heavily underrepresented in research regarding mental health and thriving levels throughout a varsity and academic year (Walton et al., 2021). The findings from the study will hopefully help guide UBC Athletics in how to best support their athletes and improve their level of thriving. The articles reviewed underscore the need for interventions and support systems that address the specific needs of women athletes throughout different stages of the academic and athletic year, particularly during the in-season period, which can be especially demanding.

Procedures

A mixed methods survey was created and utilized. The survey was open from March 17th, 2024 to April 1st, 2024. A variety of outreach methods were employed to recruit participants within the target population of UBC women varsity athletes. These methods included sending emails of the survey poster and link to UBC instructors and professors, who sent out emails to their students (*see Appendix A.1, B*). These classes included KIN 320, 341, and 442. In addition, UBC Athletics sent the survey poster to varsity athletes/teams through their own messaging platform. Further, posts were made on personal social media accounts, as well as on the UBC KIN Instagram page using the 'story' feature. Additionally, two members of the research team recruited varsity athletes at the Smith & Laycoe Varsity Weight Room at the Doug Mitchell Thunderbird Arena on campus. Members of the research team also recruited women varsity student athletes from their individual classes. This allowed for the research team to promote the survey and explain how completing the survey could benefit themselves and their respective teams.

Participant Information

The survey included one screening question at the beginning to ensure data was only collected from the target population. The inclusion criteria for participants were that they must be a current woman UBC varsity athlete, either in-season or off-season. UBC varsity athletes have a maximum eligibility of five years; therefore, for the purpose of this study, participants must be in their first to fifth year of athletic eligibility, and must be either an undergraduate or graduate student, in their first to fifth year (or above) of academic standing. Prior to the screening question, participants were asked to fill out a consent form, which stated the survey's purpose,

ethical considerations, and how this information will be used. By proceeding with the survey, the participants accepted the terms and agreed to participate in this research study. In total, there were 61 varsity athletes who opened the survey, however 43 people started to fill out the questions. As the majority of the survey questions were not made mandatory to answer, an average of about 26 responses per question we recorded. From the survey responses received there were athletes from the basketball, softball, rugby/rugby 7, track and field, swimming, rowing, soccer, cross country, field hockey, and ice hockey teams.

Data Analysis

Data analysis was conducted using the Qualtrics reporting tools using both a descriptive qualitative and a quantitative data analysis approach. This survey utilized a variety of open-ended questions to better understand how women varsity athletes at UBC perceive their own thriving, and what they believe can be done to better support them. Further, Likert-scale questions were used for participants to rate their response on a scale of 1-5, as well as closed-ended, multi-select, fill in the blank type questions which gained a combination of qualitative and quantitative data. From here, data was grouped together, and responses were compared. Qualitative responses provided findings were drawn from key words, and general themes which allowed for deeper understanding of experiences to be gathered. Then the data was broken down by varsity year to gain understanding of how women varsity athletes perceive their level of thriving and subsequently are aware of the supports available to them depending on their duration within the UBC varsity team. Following this analysis, key findings and patterns were identified to guide the discussion and recommendations to UBC Athletics. Further, data was also exported into Excel to be able to create diagrams and charts.

Results and Analysis

43 women varsity athletes at UBC took part in this survey, and 95.35% of the participants were undergraduate students and the remaining 4.65% were graduate students. The sample consisted of students from first to fifth year of varsity play, with 23.26% of athletes in first year, 30.23% of athletes in second year, 25.58% in third year, 9.30% in fourth year and 11.63% in fifth year. Additionally, the highest proportion of students were in their first year of study (23.26%), and the lowest in fifth year (14.00%).

The results from this analysis show that 52% of athletes feel that their thriving is most negatively impacted during midterm exam season. Additionally, 29% of athletes experience their lowest thriving levels during final exams. These results demonstrate that academic stress negatively affects thriving levels for the majority of the athletes (Appendix D, Figure 1).

Further, thriving levels were observed across different points in the athletic season using a Likert-scale of 1-5, with one being the lowest level of thriving, and five being the highest level of thriving as shown in Figure 2. The highest levels of thriving were found to be during pre-season with a mean of 3.81. This is comparable to high levels of thriving levels found during off-season/training with thriving rates at a mean of 3.50. Additionally, thriving levels are lowest during playoffs with a mean of 2.88.

Moreover, using a Likert-scale from 1-5, with 1 being no impact and 5 being a strong impact, additional questions in the survey focused on other factors that need to be considered when looking at levels of thriving. The greatest indicator of low levels of thriving was found to be emotional exhaustion, with a mean of 4.08. Other indicators that negatively impact thriving are physical exhaustion, with a mean of 3.38, health status, with a mean of 3.12, and injury, with a mean of 3.08. (Appendix D, Figure 2)

Within the survey, using a multi-select question type, participants were asked what mental health services they have either accessed, heard about but not accessed, or never heard about, that are available to them as both UBC varsity athletes, and UBC students. These services included self-help tools (ie. Therapy Assistance Online, MindHealth BC or UBC Life blog), AMS Peer Support, Here2Talk, Student Health Services/Counseling Services, Wellness Centre/Wellness Peers, UBC Athletic Hub (Webpage), Nurse on Campus, The Kaleidoscope. Of the 26 participants that responded to this question, only half of the services were both known and accessed. These services are the Student Health Services/Counseling Services at 54.85%, self-help tools at 11.54%, Nurse on Campus at 11.54%, UBC Athletic HUB (webpage) at 7.69% and others at 6.63%. That being said, all eight of the resources disclosed within the survey were known by at least one participant. (*see Figure 6*). From the resources listed, the Kaleidoscope and Here2Talk resulted in the highest 'No' responses, regarding awareness, at 21 and 15 participants respectively (Appendix D, Table 1).

When looking at the barriers that varsity athletes face in accessing mental health services on campus, a multi-select question surveyed time, stigma, lack of awareness, finances, and other (where respondents could include a written response). 25 athletes responded, suggesting the greatest barrier preventing varsity athletes from accessing mental health services was time at 54.76% ($n=23$). Other barriers include a lack of awareness (26.19%, $n=11$), finances (9.52%, $n=4$), stigma (7.14%, $n=3$) and other (2.39%, $n=1$).

When looking at factors that negatively affect thriving levels, using a combination of open-ended and multi-select question types, a variety of written responses received ranged from poor sleep habits, individual performance in the season, issues with coaches and teammates, and lack of confidence. Furthermore, through the use of a 5-point Likert-scale, 1 meaning no impact

and 5 meaning strongly impacts thriving, a variety of factors were rated such as getting good grades, taking part in hobbies outside of school and sport, and being free of any injuries on the how they positively impacted athletes well-being/thriving. Results from this question show that having a strong social support system has the most significant impact on levels of thriving, with a mean of 4.00, followed by strong family support, with a mean of 3.96, health status, with a mean of 3.46, financial stability, with a mean of 3.28, indulging in personal wellness practices, with a mean of 2.96, and a manageable course load, with a mean of 2.88.

The survey also investigated the kinds of support athletes had in their personal life, and the effects that these support systems had on their well-being. 26 responses were received for this question of which 92.31% of athletes stated they have a strong family support, 84.62% have a strong social network, 73.08% have a strong bond with their teams, and 65.38% have a strong school/life/work balance.

Furthermore, while looking at gender equity on campus, 88.46% of athletes reported strong feelings of gender equity. The support from other university students, and fan attendance also has an effect on levels of perceived thriving as 53.85% athletes agree to being affected by the engagement levels with their games in terms of attendance.

An additional aspect of the study that we explored was to understand the impact of team dynamics on individual thriving. Teams provide immediate social support, and 88.46% of athletes reported being affected by the success of their team. When asked if their teams participate in any mental well-being activities, 73.08% of athletes stated that their teams participated in mental well-being activities. Another 76.92% of athletes stated that their teams participated in team bonding activities. As mentioned by one participant, “getting together with the team away from the field and bonding as people, not just players” helps strengthen the team

bond between athletes. Through open-ended responses, other activities that are currently used to enhance team bonding include sharing meals, team sport psychology sessions as well as “hanging out with each other outside of practices.”

Survey results were further broken down by the varsity year of the athletes. This was done to ensure that there are no major discrepancies of thriving levels during specific parts of the year, and that all athletes are receiving the same, vital, information regarding mental health support and services, no matter the duration of being part of a UBC varsity team. Through evaluation of the year-to-year breakdowns, similarities amongst answers from first years to fifth+ years were identified. One commonality amongst all survey participants, no matter the varsity year standing, of the 26 student athletes, 100% of them are more inclined to use mental health services that are specifically tailored for varsity athlete use.

First Year

10 first year student athletes took part in this survey. It was identified that first year varsity athlete participants found that their mental health was most positively impacted by strong family support, at 3.50 on a 5-point Likert-scale, 1 being low impact, 5 being strong impact, followed by a strong social support of 3.25. In contrast, amongst first year participants, thriving levels were most negatively impacted during midterms and finals. Emotional exhaustion was found to lead to the lowest levels of thriving, with a mean of 4.00 on a 5-point Likert-scale, 1 being low impact and 5 being strong impact, followed by physical exhaustion at 3.80, and health status at 3.20. It should be noted that of the five participants that answered the questions regarding how often one engages in activities that promote mental well-being, three said they engage 3-4 times per week. This was the highest engagement rate in mental well-being activities, amongst all other varsity year standings.

Second Year

There were a total of 13 second year athletes that participated in this survey. Through questions utilizing a 5-point Likert-scale, 1 being not impactful, and 5 being very impactful, the second year varsity athletes results showed that thriving levels were the highest during the pre-season of 3.63 and the postseason, also, at 3.63 on a 5-point Likert-scale. Thriving levels were the lowest during playoffs at 2.75, and thriving was most negatively impacted during midterms and final exam periods. It was found that the thriving levels of second-year athletes were most negatively impacted by emotional exhaustion with a mean of 3.88. Other negative impacts included health status with a mean of 3.38, and injury, with a mean at 3.13. In contrast, factors that were found to have positive impacts on thriving levels include strong family connection, which had a mean of 4.25, and strong social support, with a mean of 4.00. It should be noted that four of the eight participants that answered this question said that they have a poor sport/life balance.

Third Year

Within this survey, there were 11 third year varsity athletes. Seven athletes responded to the question regarding whether team success impacts thriving, of which 100% said yes. Amongst third year results, strong social support was the element with the largest positive impact with a mean of 4.14, with strong family, with a mean of 4.00 and financial stability, with a mean of 3.71 following. Which was found through the use of a 5-point Likert-scale, 1 being not impactful, and 5 being very impactful. Thriving levels were the highest during the pre-season and the postseason, both at 3.57 out of 5. Third year varsity athletes reported negative thriving levels are experienced mostly during the midterm season. With regard to mental health levels, elements that most negatively impacted participants were emotional exhaustion, with a mean of 4.14,

injury, with a mean of 3.43, and physical exhaustion, with a mean of 3.43. The elements that were found to positively impact athletes were strong social support, with a mean of 4.14, strong family support, with a mean of 4.00 and health status, with a mean of 3.43.

Fourth Year

There were four fourth year standing varsity athletes that took part in this survey. Collecting responses through the use of a 5-point Likert-scale, 1 being not impactful, and 5 being very impactful. On average, the elements that positively impacted thriving levels, amongst fourth year participants, were social support, with a mean of 4.00, health status, with a mean of 3.67 and strong family support, with a mean of 3.33. The factors that were found to have a negative impact on thriving levels included emotional exhaustion, with a mean of 4.33, injury, with a mean of 4.00 and physical exhaustion, with a mean of 3.33. Accordingly, with a mean of 4.00, fourth year athletes reported the highest average for an injury being a negative impactor for levels of thriving. Additionally, fourth year varsity athletes reported having the lowest level of support in a school/life/work balance, as well as family support. Although only 3 athletes answered the question regarding whether or not they felt that seeking mental health would affect their ability to play, 1 respondent answered yes, it would. This may be an important question to further investigate amongst fourth year athletes. Further with only three respondents to the question of how often they engage in activities to promote well-being, two out of the three answered <1-2x/week. Additionally, thriving levels were highest during pre-season, with a mean of 4.00 and during off-season, with a mean of 3.67.

Fifth+ Years

In this survey, there were five fifth+ year varsity athletes. Amongst these five respondents, three of them were undergraduates and two of them were graduate students. While

collecting responses through the use of a 5-point Likert-scale, 1 being not impactful, and 5 being very impactful. Thriving levels were seen to be the highest during pre-season, with a mean of 4.00, regular season, with a mean of 3.33 and off-season, with a mean of 3.33. Levels of thriving in fifth year athletes were found to be positively impacted by health status, strong social support and strong family support which all had a mean of 4.33. Also, it should be noted fifth year athletes reported they felt wellness practices were a positive element on their levels of thriving with a mean of 3.67. In regard to support that fifth year student athletes experience, the highest averaging ones were strong family, strong social network, strong team bond and strong feeling of gender equity, all with a mean of 3.00. The lowest averaging support consisted of their sport/life balance, with a mean of 1.67. In addition, 100% of the participants that answered this question (3 participants) answered that thriving levels were negatively impacted the most during midterm season. The two key elements that negatively impacted levels of thriving included emotional exhaustion, with a mean of 4.33 and physical exhaustion, with a mean of 3.33.

Discussion

The purpose of our study was to assess the thriving of UBC women varsity athletes throughout their season. Varsity athletes were between the ages of 17-25 years old of whom were either undergraduate or graduate students at UBC. The sports that took part in this survey were basketball, rowing, track and field, cross country, softball, field hockey, rugby/ rugby 7, ice hockey, and soccer. It should be noted that varsity athletes from both golf and volleyball did not participate in the survey.

This study concluded that varsity athletes' thriving was highest during pre-season with a mean thriving level of 3.80 out of 5 and post-season mean thriving level of 3.50 out of 5.

Thriving levels were lowest during playoffs with a mean of 2.88 out of 5. The most negative feelings of thriving occurred during midterm exams. With 52% athletes at their lowest level of thriving during midterms and 29% at their lowest levels during finals, it can be interpreted that academic stress negatively affects thriving for a major portion of UBC varsity athletes. This is in line with other research in the field, such as Lopes Dos Santos (2020), which states that academic performance is a major source of stress for a majority of student athletes. The additional burden of staying on top of academics while maintaining a high level of performance in their sport adds increased pressure and distress. According to Lopes Dos Santos (2020), it is important to note that most college athletes need to maintain a particular Grade Point Average (GPA) to keep their scholarships, and thus, small fluctuations in their academic performance can have detrimental impacts on their varsity standing and academic financing. This is also supported by Hamlin et al. (2019), which states that the highest stress levels, and consequently highest levels of injury and illness were reported during examination weeks in their sample of college athletes.

We also note that 54.76% of participants felt time was the greatest barrier preventing varsity athletes from accessing mental health services. Other preventative measures include a lack of awareness with a mean of 26.19%, finances with a mean of 9.52%, stigma with a mean of 7.14% and other, with a mean of 2.39%. Research by Yoon & Petrie (2023) shows that a ‘perceived lack of time’ is the biggest internal barrier that collegiate athletes face when seeking mental health support. Thus, these findings relate to our study’s that time is a key factor that prevents varsity athletes from accessing support.

Athletes mentioned certain activities that they engage in in their personal time to support their general well-being. As mentioned by three participants, gratitude journals and journaling promotes their thriving. Within other responses, we see that simple activities such as joining

extracurricular clubs, going to church, going for walks, spending time in nature, playing musical instruments, talking to friends, biking, socializing, watching the sunset, reading, and watching shows and stretching before bed positively affect the well-being of athletes. Encouraging athletes to participate in these activities can have positive impacts on well-being.

When athletes were asked about what mental health services on campus, they were aware of or had utilized, we found that out of the 26 participants that responded to this question about specific services that were offered, only half of the services were both known and accessed. This is similar to findings from research as shown by Young et al. (2023), where researchers state that a lot of student athletes are not aware of, and do not access mental health services due to lack of proper sport-specific resources, lack of knowledge about mental health and improper university protocols. However, Young et al. (2023) suggest that these barriers can be eliminated through a comprehensive promotion program where student athletes are made aware of institution specific mental health services through the use of “emails, pamphlets, posters, social media, workshops, and team meetings” (p. 712).

Understanding the support that varsity athletes have in their life was an important element of this research. Young et al. (2023) states that support from the people close to student athletes, such as coaches, counselors, family and friends plays an essential role in helping them handle distress. It was noted that varsity athletes especially appreciate inspiration and motivation from their coaches (Young et al., 2023). Another finding was that not only do these support systems provide help and guidance to athletes, but also direct them in the right direction in case they need referrals or a push to utilize mental health services (Young et al., 2023). This is shown within the survey, as coaches had the highest percent rate regarding providing student athletes with information and spreading awareness of mental health resources available.

The competitive nature of the varsity environment may lead to neglect in the mental health and well-being of athletes (Purcell et al. 2022). Purcell et al. (2022) suggests promoting the mental health and well-being within the sports setting should have as much importance as an athlete's performance goals. One way in which Purcell et al. (2022) recommends addressing the disparities is through engaging athletes in health literacy as a way to enhance attitudes and behaviors related to seeking mental health support. Coaches are responsible for conveying the importance of mental well-being to athletes, as well as should encourage seeking assistance when necessary, this can be done by actively demonstrating this behavior as well as refraining from language or actions that stigmatize mental illness or seeking mental health support (Purcell et al. 2022).

Limitations

There were a few limitations that should be acknowledged. The most significant limitation within our data collection was the duration and timing of our survey being open. Unfortunately, due to the timeline of the course, our survey was only able to be open for nine days, as our original close date was March 28th. Therefore, we decided to keep our survey open until April 1st, in hopes that some of the student athletes who started the survey would complete it. However, this was not the case, and this small window made it challenging to recruit a larger number of women varsity athletes, in and amongst their busy schedules. Additionally, within those nine days of our survey being open, a few women varsity teams were away for Nationals, or had just returned. The week our survey was open, the women's volleyball team was out of the province at their National Championship. This made it especially difficult to track down teams.

When we closed the survey, those who partially completed the survey, those answers were still saved, but they were not able to go back and complete the remaining questions.

Another limitation of our survey is our small sample size of varsity athletes that accessed and fully completed the survey. In total, we had 61 women varsity student athletes open and access the survey. Amongst that, 51 of them began the survey, 4 participants did not meet the inclusion criteria. By the end of our survey there was an average of 26 varsity athletes that answered most of the questions. This can impact the reliability of our results as they reflect a small portion of women varsity athletes' experiences.

This relates to another limitation, which is that not all women's varsity teams participated within this survey. As previously mentioned, this survey did not have any participants from the women's volleyball team or the women's golf team. Finally, throughout the survey, timelines were broad as no concrete dates were set in place regarding levels of thriving throughout, both, a school year and varsity season. Terms used to represent timelines were *Midterms*, *Finals*, *Preseason*, *Regular Season*, *Playoffs/Nationals*, and *Postseason*. However, not all teams experienced the same preseasons, regular seasons, playoffs/nationals and post season. Therefore, it is difficult to use this survey's results and definitively deduce a women varsity athlete's experience with thriving with regard to a UBC varsity sport.

Potential future directions include creating a survey, per sport, that could provide a better understanding around specific timelines in which each varsity athlete experiences high-and-low-levels of thriving.

Recommendations

Based on the results of our survey, as well as recommendations voiced by the survey participants, the following recommendations have been made to help UBC Athletics further support their women varsity athletes.

The first recommendation that came from the data analyzed from our survey is to provide further training and education for coaches. Some of the responses received suggested that a lot of the focus is put on educating the athletes about how to support their well-being, however, it is suggested that the coaches who are working with these athletes are not as well educated or trained on how to support their athletes' well-being. One survey respondent suggested "making sure that coaches are being educated just as much as the players are". This is important because coaches can play a role in promoting the mental well-being of athletes, yet many coaches feel uncertain about how to proceed and worry about inadvertently harming their athletes through their actions (Bissett et al, 2020). Education has the potential to assist coaches in adopting primary, secondary, and tertiary preventive measures concerning athlete mental health (Bissett et al., 2020). Moreover, with increased training, coaches are better equipped to help identify, earlier on, when an athlete may be struggling. Typically, their first acknowledgement of an athletes decreased thriving is when their athletic performance is impacted (Bissett et al, 2020). Furthermore, a recent study by Whelan et al., emphasizes the imperative need to create safe environments that are supportive of mental health and athlete well-being (2024). Coaches have a major role in establishing the culture and safe environment for their athletes and teams. As previously mentioned, athletes take appreciation in the motivation that their coaches provide them. These coaches not only support their athletes but provide ongoing guidance for athletes and one way in which coaches can do this is through providing referrals and encouraging the use

of mental health support and resources (Young et al, 2023). Therefore, it is important that coaches are provided ongoing education and training to best support their athletes. We recognize this recommendation will take time to plan and implement, as well as it should be an ongoing process, thus we are recommending this as a long-term suggestion.

The second recommendation comes from the athletes who responded to the question about what barriers prevent you from accessing/using mental health resources, 92% of them responded time as a barrier. During their varsity season, athletes face many demands such as keeping in peak physical shape, consistently performing at high levels, academic stressors, as well as other general life demands. Therefore, we recommend bringing services to the athletes. It was noted in some survey responses that the athletes have access to a sport psychologist or counselor through their team but are not provided access through their team for non-sport related mental well-being care. This is important, especially during the varsity season because of the time constraints these athletes face, plus the added difficulty of scheduling appointments with UBC mental health services as wait times can be two or more weeks before getting to see a mental health professional. This is not always the best option for an athlete to wait for the first available appointment, as they may be traveling with their team for games and tournaments, meaning their wait time to access support may be increased. Thereby, bringing in a non-sport specific clinical counselor or therapist may be beneficial for the athletes, and may help them access mental health services more easily, positively impacting UBC women varsity athletes' overall level of thriving in both mental health and sport performance. Chew and Thompson (2014), explain that more universities have moved to a model that brings in dedicated psychologists or a shared position with a counseling center, which provides better flexibility and easier access to services for athletes. Additionally, a survey response requested "more individual

check[-]ins rather than big discussions w[ith] a team,” with others recommending that UBC Athletics provide “psychologist/psychiatrists/therapists that don’t only focus on sport performance” and “easier access to counseling [that is] not sport specific.” These are important recommendations to recognize as it is usually not until an athlete's performance declines that one may be aware that a student-athlete may be struggling (Chew & Thompson, 2014).

The third recommendation comes from the results showing a lack of awareness and time as barriers to accessing support services offered on campus. Specifically, the findings showed that there is a lack of awareness of AMS Peer Support, Here2Talk, UBC Athletic HUB, Nurse on Campus, and The Kaleidoscope. Accordingly, this could be helpful for these organizations to host sessions alongside a clinical counselor or a psychologist, and these professionals could be external to UBC or associated with the UBC varsity team. Therefore, to bolster athlete thriving, a multifaceted approach of bringing workshops to the women’s varsity teams of UBC could be implemented. Additionally, when asking if their team participates in any mental well-being activities, 7 athletes responded no. Around 70% of responses stated that they engage in activities that promote well-being two times or less per week. Thus, further supporting the need of integration of well-being practices and resources to utilize for the teams going forward which these workshops could provide. This recommendation can be a short-term goal for UBC athletics. During practice sessions, whether before, after, or during cool-down, the recommendation is brief five-to-ten-minute speeches from various professionals, programs, and services. The intention of bringing these workshops to the athletes during their scheduled time would be to ease the time barrier while working to increase awareness of these services and strategies. These sessions aim to raise awareness about available support systems and offerings, which comes from our findings around lack of awareness of certain programs and currently

available supports. As suggested by Young et al. (2023) barriers may be eliminated through promotion efforts where athletes are made aware of the specific services that are available to them through strategies such as the use of social media, emails, team meetings, and workshops. Additionally, we suggest these workshops to coincide with times of low athlete thriving, which was identified to be during midterm season, however these sessions would be beneficial throughout the whole season. These sessions will offer tips and encouragement, resources, and awareness around specific topics including but not limited to; positive health practices, mental health, nutrition, mindfulness strategies, journaling, sleep, stress management, positive self-talk and confidence, and sport/training, school, to life balance. By reinforcing evidence-informed practices, interventions, supports and strategies, athletes can feel well empowered to proactively enhance their overall well-being. However, there is a need for future research in order to determine which specific resources, training and recovery programs are best suited for women varsity athletes to reduce the risk of both physical and emotional exhaustion (Dubuc-Charbonneau & Durand-Bush, 2014). Offering insights to resources on campus as well as introductions to these topics in a broader sense can foster an environment to break down stigmas, create an aware and educated culture that encourages utilizing supports and strategies to reach optimal thriving states. The intention of these workshops is to hopefully engage more of the athletes with available programs, services, and supports from these educational practices and workshops to have the toolkit to take positive steps toward thriving.

Conclusion

As stated previously, the purpose of this research is to examine women varsity athletes' thriving levels and to provide insight to improve well-being throughout respective sport seasons.

It was shown that women varsity student athletes feel their thriving is lowest during Midterms (academic year) and playoff/nationals (varsity year). It was also found that time constraints for student athletes was a large influencer for why they do not access mental health support services. However, the majority of the participants knew at least a few different mental health resources available. Recommendations were generated based on these key findings. One of them being, creating workshops for varsity athletes, guided by a mental health professional, ideally during low levels of thriving, such as midterm season. As a whole, through the data collected, there were 3 recommendations made, that, in hopes, is beneficial for UBC Athletics to take into consideration. As this information was collected within a short amount of time, future research that can be done to build off what was found throughout this research could be one-on-one interviews with women varsity athletes. This way information can be narrowed down regarding how to best assess and support women varsity athletes thriving levels over their varsity seasons.

References

- Augustus, A., Zizzi, S., Voelker, D., & Costalupes, B. (2023). Living your best life: The mindful pursuit of student-athlete thriving. *Asian Journal of Sport and Exercise Psychology*, <https://doi.org/10.1016/j.ajsep.2023.09.004>
- Benson, P. L., & C. Scales, P. (2009). The definition and preliminary measurement of thriving in adolescence. *The Journal of Positive Psychology*, 4(1), 85-104.
<https://doi.org/10.1080/17439760802399240>
- Bernhardsdottir, J., & Vilhjalmsón, R. (2012). Psychological distress among university female students and their need for mental health services: Psychological distress among students. *Journal of Psychiatric and Mental Health Nursing*, 20. 672-678.
<https://doi.org/10.1111/jpm.12002>
- Bissett, J. E., Kroshus, E., & Hebard, S. (2020). Determining the role of sport coaches in promoting athlete mental health: A narrative review and delphi approach. *BMJ Open Sport & Exercise Medicine*, 6(1), e000676-e000676. <https://doi.org/10.1136/bmjsem-2019-000676>
- Brown, D. J., Arnold, R., Reid, T., & Roberts, G. (2018). A qualitative exploration of thriving in elite sport. *Journal of Applied Sport Psychology*, 30(2). 129-149.
<https://doi.org/10.1080/10413200.2017.1354339>
- Chew, k., & Thompson, R. (2014). *Potential Barriers to Accessing Mental Health Services*. In G. Brown (Ed.), *Mind, body and sport understanding and supporting student-athlete mental wellness* (pp. 2-112). National Collegiate Athletic Association.

- Dubuc-Charbonneau, N. M., & Durand-Bush, N. (2014). Exploring levels of student-athlete burnout at two Canadian universities. *Canadian Journal of Higher Education, 44*(2). 135-151. <https://doi.org/10.47678/cjhe.v44i2.183864>
- Hamlin, M. J., Wilkes, D., Elliot, C. A., Lizamore, C. A., & Kathiravel, Y. (2019). Monitoring training loads and perceived stress in young elite university athletes. *Frontiers in Physiology, 10*, 34-34. <https://doi.org/10.3389/fphys.2019.00034>
- Harrer, M., Adam, S. H., Baumeister, H., Cuijpers, P., Karyotaki, E., Auerbach, R. P., Kessler, R. C., Bruffaerts, R., Berking, M., & Ebert, D. D. (2018). Internet interventions for mental health in university students: A systematic review and meta-analysis. *International Journal of Methods in Psychiatric Research, 28*(2). <https://doi.org/10.1002/mpr.1759>
- Bruffaerts, R., Berking, M., & Ebert, D. D. (2018). Internet interventions for mental health in university students: A systematic review and meta-analysis. *International Journal of Methods in Psychiatric Research, 28*(2). <https://doi.org/10.1002/mpr.1759>
- Lopes Dos Santos, M., Uftring, M., Stahl, C. A., Lockie, R. G., Alvar, B., Mann, J. B., & Dawes, J. J. (2020). Stress in academic and athletic performance in collegiate athletes: A narrative review of sources and monitoring strategies. *Frontiers in Sports and Active Living, 2*, 42-42. <https://doi.org/10.3389/fspor.2020.00042>
- Purcell, R., Pilkington, V., Carberry, S., Reid, D., Gwyther, K., Hall, K., Deacon, A., Manon, R., Walton, C. C., & Rice, S. (2022). An evidence-informed framework to promote mental well-being in elite sport. *Frontiers in Psychology, 13*, 780359-780359. <https://doi.org/10.3389/fpsyg.2022.780359>

- Schaal, K., Tafflet, M., Nassif, H., Thibault, V., Pichard, C., Alcotte, M., Guillet, T., El Helou, N., Berthelot, G., Simon, S., & Toussaint, J. (2011). Psychological balance in high level athletes: Gender-based differences and sport-specific patterns. *PloS One*, 6(5), e19007-e19007. <https://doi.org/10.1371/journal.pone.0019007>
- Walton, C. C., Rice, S., Gao, C. X., Butterworth, M., Clements, M., & Purcell, R. (2021). Gender differences in mental health symptoms and risk factors in Australian elite athletes. *BMJ Open Sport & Exercise Medicine*, 7(1), e000984-e000984. <https://doi.org/10.1136/bmjsem-2020-000984>
- Weber, S. R., Winkelmann, Z. K., Monsma, E. V., Arent, S. M., & Torres-McGehee, T. M. (2023). An examination of depression, anxiety, and self-esteem in collegiate student-athletes. *International Journal of Environmental Research and Public Health*, 20(2), 1211. <https://doi.org/10.3390/ijerph20021211>
- Whelan, B.M., Kliethermes, S.A., Schloretd, K.A., Roa, A., Harmon, K.G., & Petek, B.J. (2024). Suicide in National Collegiat Athletic Association athletes: A 20-year analysis. *British Journal of Sports Medicine*. doi:10.1136/bjsports-2023-107509
- World Health Organization (2022). *Mental Health*. <https://www.who.int/news-room/factsheets/detail/mental-health-strengthening-our-response>
- Yoon, J. J., & Petrie, T. (2023). Barriers to and facilitators of collegiate athletes seeking mental health services. *Journal of Athletic Training*, 58(9), 715-721. <https://doi.org/10.4085/1062-6050-0559.22>
- Young, R. D., Neil, E. R., Eberman, L. E., Armstrong, T. A., & Winkelmann, Z. K. (2023). Experiences of current national collegiate athletic association division I collegiate student-

athletes with mental health resources. *Journal of Athletic Training*, 58(9), 704-714.

<https://doi.org/10.4085/1062-6050-0180.22>

Appendix

Appendix A

Recruitment Materials

Email with UBC Athletics Partner to share our project A.1

Good Morning,

My name is Izzy, and I am a part of group 7 (student-athlete thriving) in KIN 464. Thank you for your notes on our survey, specifically regarding Women's Varsity student athletes thriving, we have taken note and made adjustments.

I am just reaching out to you concerning how to distribute our survey to, hopefully, the majority of Women's Varsity student-athletes, to best benefit the results of our project. Therefore, we were wondering if you had any ideas in ways we can best distribute our survey, and/or if we need your approval of reaching out to team coaches. We have reached out to a couple coaches, but we were told that we needed to go through Samantha Pritchard to recruit student athletes.

Any suggestions or guidance to ways we can target the Women's varsity teams by the masses would be greatly appreciated.

Thank you,

Izzy Loschiavo

Found in Inbox - Google Mailbox

JB

Hi Izzy,

I had just reached out to your TA to offer a fair solution for the three groups to survey all our athletes. We have a platform that can message our athletes directly, and plan to send all three surveys out in one message.

Feel free to send any messaging and posters you'd like me to include in the communication out to our athletes.

Cheers,
Jayne

Email/ Professor Promotion A.2



Alexandra Baker, Jasmin Ma, Kailan Tang

KIN 341 L2A 2023W2 Instructional Strategies for Including Persons with Disabilities in Physical Activity

Mar 17, 2024 at 10:46pm



Hi Jasmin and Kailan,

I am so sorry and embarrassed, I sent you the previous version of our research poster which has the old link on it. I have also attached the link if you do decided to send it out to your students as the link may be easier for students to access the survey on their phones.

https://ubc.ca1.qualtrics.com/jfe/form/SV_bshIHn8eSFPCRBI

Again, this would be very helpful if you could send this out, but please do not feel any pressure to.

Thank you,
Alexandra

[Revised Research Poster.pdf](#)

Research Study ▷



Alex Baker <alex.baker1217@gmail.com>

to Janka ▾

Sun, Mar 17, 10:46 AM



Good morning Janka,

I am a part of a group in KIN 464 who is researching UBC Women Varsity athletes and their levels of thriving. Can we ask you to send an email to your students in your current classes. I have attached a copy of the research poster. Please let me know if you have any questions.

I hope you are having a fantastic weekend, and thank you

--

Alexandra Baker

One attachment • Scanned by Gmail ⓘ



Appendix B

Recruitment Materials - Online poster



FEMALE VARSITY

ATHLETE THRIVING

HAVE YOU EVER FELT LIKE YOU WERE NOT PERFORMING YOUR BEST WHILE COMPETING & STUDYING? WE WANT TO HEAR FROM YOU!

ARE YOU A CURRENT UBC FEMALE VARSITY ATHLETE, WE WOULD LOVE YOUR INPUT ON HOW YOU CAN BE BETTER SUPPORTED FOR YOUR ATHLETIC & ACADEMIC DEMANDS.



OPEN TO ALL FEMALE UBC ATHLETES!



As part of a course-based research project (KIN 464), we are conducting a study on how female varsity athletes perceive their levels of thriving during different stages within their athletic season

**Survey respondents will have the opportunity to enter a draw to win one of the following prizes:
Lululemon yoga mat (2), UBC Athletics Prize Pack (4)**

Please note that this post is public and anyone who likes, comments or shares the link will, by doing so, be associated with the study. The Principal Investigator on this project is Dr. Andrea Bundon (andrea.bundon@ubc.ca)

For more information about this project, follow the link/QR code or contact jbaker11@student.ubc.ca

PROJECT ID: H17-03560-A017 GROUP 7

Appendix C

Consent Forms

CLASS PROJECT: Health Promotion and Physical Activity (KIN 464)

Participant Consent Form UBC Women's Varsity Athlete
Thriving [#7]

Project ID: H17-03560-A017

Principal Investigator: Dr. Andrea Bundon (Assistant Professor,
School of Kinesiology, Faculty of Education)

The purpose of the class project: To gather knowledge and expertise from women's varsity athletes at UBC on how they perceive their levels of thriving depending on different times through the athletic season.

Study Procedures: With your permission, we are asking you to participate in a survey. You may only complete each survey once. With the information gathered, students will critically examine how different individuals understand or engage in health promoting activities or health promotion initiatives.

Project outcomes: The information gathered will be part of a written report for the class project. The written report will be shared with campus partners involved with the project. Summaries of findings will also be posted on the following websites. UBC SEEDS Program Library:
<https://sustain.ubc.ca/courses-degrees/alternative-credit-options/seeds-sustainability-program/seeds-sustainability-library>. No personal information/information that could identify participants will be included in these reports or shared with campus partners.

Potential benefits of class project: There are no explicit benefits to you by taking part in this class project. However, the survey will provide you with the opportunity to voice your opinion on your experiences with health promoting activities or initiatives in a broad sense and will provide the students with an opportunity to learn from your experiences. Confidentiality: Maintaining the confidentiality of the participants involved in the research is paramount, and no names of participants will be linked to the data collected. At the completion of the course, all data (i.e. notes) and signed consent forms will be stored on a secure electronic drive by Dr. Bundon. All data and consent forms will be destroyed 1 year after completion of the course.

Risks: The risks associated with participating in this research are minimal. There are no known physical, economic, or social risks associated with participation in this study. You should know that your participation is completely voluntary and you are free to withdraw from the study and there will not be negative impacts related to your withdrawal. If you withdraw from the study, all of the information you have shared up until that point will be destroyed.

Contact for information about the study: If you have any questions about this class project, you can contact Andrea Bundon by email at andrea.bundon@ubc.ca

Research ethics complaints: If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of

Research Ethics at 604-822-8598 or e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

Consent: Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time.

By proceeding with this survey, I am confirming I have read the above information and agree to participate in this research project.

Appendix D

Tables and Figures

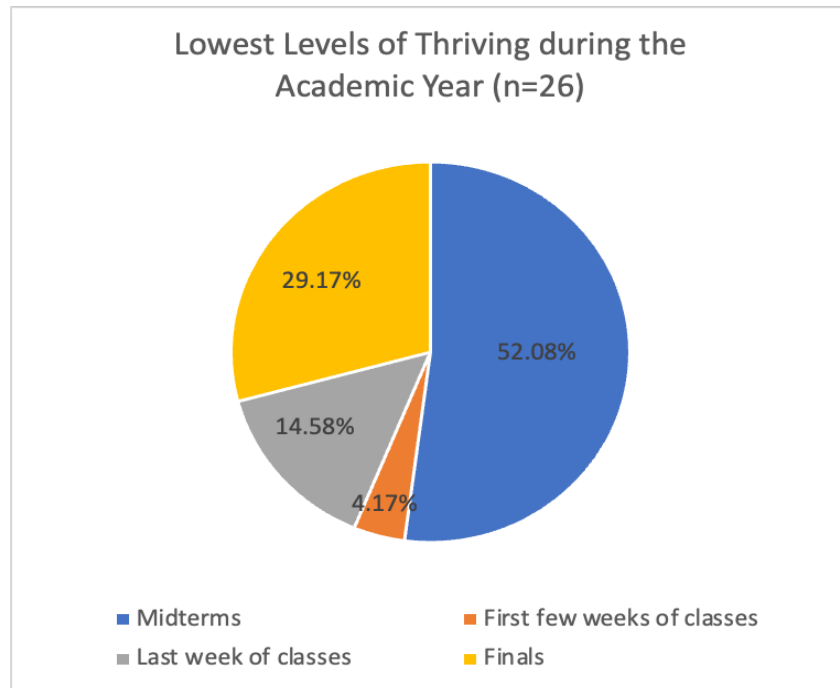


Figure D.1 Lowest Levels of Thriving during the Academic Year

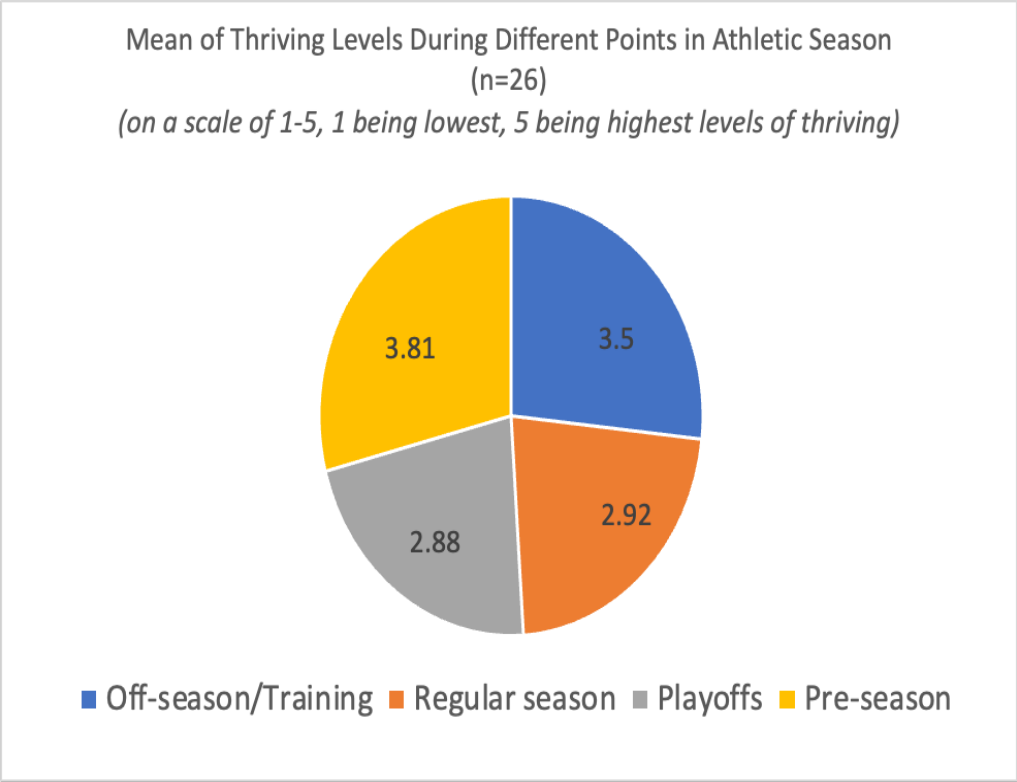


Figure D.2 Mean of Thriving Levels During Different Points in Athletic Season

#	Field	Yes & I've accessed	Yes heard of, but not accessed	No	Total
1	Self-help tools (ie. Therapy Assistance Online, MindHealth BC or UBC Life Blog)	11.54% 3	61.54% 16	26.92% 7	26
2	AMS Peer Support	0.00% 0	61.54% 16	38.46% 10	26
3	Here2Talk	0.00% 0	42.31% 11	57.69% 15	26
4	Student Health Services/ Counselling Services	53.85% 14	38.46% 10	7.69% 2	26
5	Wellness Centre/Wellness Peers	0.00% 0	76.00% 19	24.00% 6	25
6	UBC Athletic HUB (Webpage)	7.69% 2	42.31% 11	50.00% 13	26
7	Nurse on Campus	11.54% 3	50.00% 13	38.46% 10	26
8	The Kaleidoscope	0.00% 0	19.23% 5	80.77% 21	26

Table D.1 Data Results of Service Awareness

Barriers for Accessing Mental Health Services (n=25)

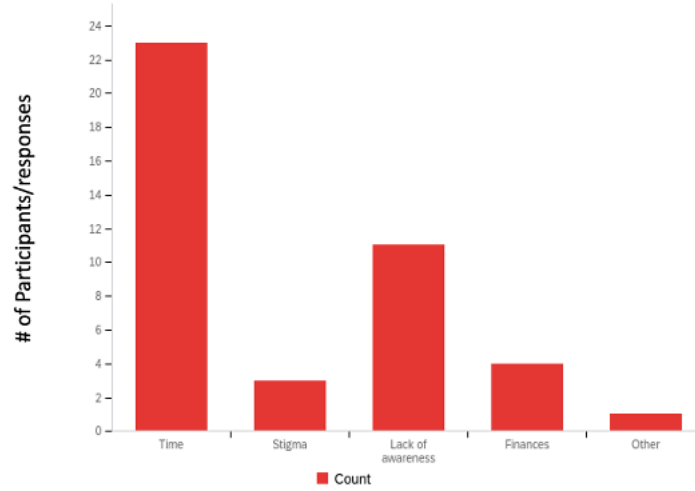


Figure D.3 Barriers for Accessing Mental Health Services

Appendix E
Survey Questions

Screening

Are you currently an athlete on a UBC Women's Varsity Team?

- yes
- no

Thank you for your time and interest - you don't meet inclusion criteria of our current study

Demographic

Which of the following statements best describes your primary relationship with UBC?

- Undergraduate Student
 - Graduate student
 - Other
-

What Varsity year are you currently in?

- First
- Second
- Third
- Fourth
- Fifth +

What School year are you currently in?

- First
- Second
- Third
- Fourth
- Fifth +

What is your age?

- 17-19
- 20-22
- 23-25
- 26-28
- 28+

Where do you live?

- On UBC campus
- Off UBC campus

When do your practices start? (Preseason and Regular Season - please enter the month)

Preseason:

Regular Season:

When do your playoffs/championship finals occur?

- Term 1
- Term 2
- Both

When does your team have practices?

- Term 1
- Term 2
- Both

Thriving & Well-being

Definition of Thriving:

Thriving is defined as the development of self-actualization, personal fulfillment, and realization of one's fullest potential

(Benson & Scales, 2009). This includes achieving both a high level of performance and an overall, positive well-being (Augustus et al., 2023).

Please rate your perceived level of thriving during different points of the season

0 = starting point, 1= Depleted, no energy, 2=Fatigued, low energy, 3 = Satisfied, moderate energy, 4 = Fulfilled, energized, 5 = Thriving, High energy

	0	1	2	3	4	5
Pre-season	<input checked="" type="radio"/>					<input type="text"/>
Regular season	<input type="radio"/>					<input type="text"/>
Playoffs	<input type="radio"/>					<input type="text"/>
Off-season/Training	<input type="radio"/>					<input type="text"/>

At what point during school term do you feel your level of thriving is NEGATIVELY impacted the most?

	First few weeks	Midterms	Last week of class	Finals
School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On a scale of 1-5, how do these individual elements NEGATIVELY impact your level of thriving.

0 = starting point, 1= no impact, 5 = strongly impacts

	0	1	2	3	4	5
Health status	<input type="radio"/>					<input type="checkbox"/>
Injury	<input type="radio"/>					<input type="checkbox"/>
Health Concerns	<input type="radio"/>					<input type="checkbox"/>
Physical Exhaustion	<input type="radio"/>					<input type="checkbox"/>
Emotional Exhaustion	<input type="radio"/>					<input type="checkbox"/>
Finances	<input type="radio"/>					<input type="checkbox"/>
Discrimination	<input type="radio"/>					<input type="checkbox"/>
Body Image	<input type="radio"/>					<input type="checkbox"/>
Lack of social supports	<input type="radio"/>					<input type="checkbox"/>

	0	1	2	3	4	5
Lack of family supports	<input type="radio"/>					<input type="checkbox"/>
Other:	<input type="radio"/>					<input type="checkbox"/>
<input type="text"/>						
Other:	<input type="radio"/>					<input type="checkbox"/>
<input type="text"/>						

If there are any additional factors that NEGATIVELY impact your level of thriving, please list below.

On a scale of 1-5, how do these individual elements POSITIVELY impact your level of thriving.

0 = starting point, 1= no impact, 5 = strongly impacts

	0	1	2	3	4	5
Health status	<input checked="" type="radio"/>					<input type="text"/>
Course Load	<input checked="" type="radio"/>					<input type="text"/>
Financial Stability	<input checked="" type="radio"/>					<input type="text"/>
Wellness Practices	<input checked="" type="radio"/>					<input type="text"/>
STRONG of social supports	<input checked="" type="radio"/>					<input type="text"/>
STRONG of family supports	<input checked="" type="radio"/>					<input type="text"/>
Other:	<input checked="" type="radio"/>					<input type="text"/>
<input type="text"/>						
Other:	<input checked="" type="radio"/>					<input type="text"/>
<input type="text"/>						

Do you feel like you currently have the following supports?
Please select all that apply

	yes	no
strong family support	<input type="radio"/>	<input type="radio"/>
strong social network	<input type="radio"/>	<input type="radio"/>
strong team bond	<input type="radio"/>	<input type="radio"/>
strong school/ life/ work balance	<input type="radio"/>	<input type="radio"/>
strong sport / life balance	<input type="radio"/>	<input type="radio"/>
	yes	no
strong feelings of gender equity	<input type="radio"/>	<input type="radio"/>

Does engagement with games (fan attendance #'s) affect level of thriving?

- Yes
- No

Does the success of your team impact your level of thriving?

- Yes
- No

Does your team participate in any mental well-being activities?

- Yes
- No

Does your team participate in any team bonding activities?

- Yes
- No

What are some activities that you engage in outside of sport that you feel promote or support your well-being?

How often do you engage in activities that promote well-being?

- <1-2x /week
- 1-2x /week
- 3-4x /week
- 5x + /week

Mental Health Support

Are you comfortable seeking mental health support?

- Yes
- No
- Not applicable - never thought about it

Have you ever engaged in mental health support?

- Yes
- No

Please share what types of support you have engaged in:

Do you feel seeking mental health support would compromise your ability to play?

- Yes
- No
- Not applicable - never thought about it

Are you aware of any of the following mental health resources that UBC provides for all students, including athletes?

	Yes & I've accessed	Yes heard of, but not accessed	No
Self-help tools (ie. Therapy Assistance Online, MindHealth BC or UBC Life Blog)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AMS Peer Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Here2Talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Services/ Counselling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness Centre/Wellness Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UBC Athletic HUB (Webpage)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurse on Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Kaleidoscope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others: <input style="width: 200px; height: 30px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you hear of these resources listed above

- Coaches
- Teammates
- Athletic Director

- UBC Emails
- Professors
- Social Media
- Friends
- Classmates
- Other:

(If applicable) Select the barriers that prevent you from accessing /using these UBC mental health resources?

- Time
- Stigma
- Lack of awareness
- Finances
- Other

Would you be more inclined to use mental health services specifically tailored to UBC varsity athletes?

- Yes
- No

Are there any services, programs, or implementations regarding varsity athlete thriving that you would like to see in the future at UBC?

Link UBC Health Services Website

If interested in learning more about current mental health and wellbeing supports at UBC :

<https://wellbeing.ubc.ca/student-resources>

<https://students.ubc.ca/health>

<https://ubcathleteshub.ca/>

Block 2

Thank you for completing the survey. The following page will redirect you to a new survey where you can enter the draw for prizes (2 lululemon yoga mats and 4 UBC Athletics Prize

Packs).

You will need our group number to enter the draw - GROUP #7