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## Introduction

- Of all **189,000** National Collegiate Athletic Association (NCAA) Division I student-athletes (SAs), **only 2% play professionally**.<sup>1,2</sup>
- Bowling Green State University (BGSU) Athletics currently offers services to help SAs develop athletically & academically while competing.<sup>3</sup> However there is a **lack of services** to address the occupational transition that occurs with **collegiate athletic retirement**.<sup>4,5</sup>
- Limited self-perception due to a lack of opportunities to explore alternate self roles can lead to less adaptive responses to transitions.<sup>4,6</sup> Also at risk of **developing psychological, self-identity, & well-being challenges**.<sup>5,6</sup>
- Preparing** SAs for athletic retirement can **ease the transition** into collegiate athletic retirement & increase adaptability.<sup>4,5,6,7,8</sup>
- Research calls for OTs to become more involved in developing interventions to improve role transitions & identity shifts that occur after sport.<sup>5</sup>

## Purpose & Aims

**Purpose:** To develop a curriculum informed by interdisciplinary literature for BGSU student-athletes experiencing collegiate athletic retirement which addresses **financial, relational, & recreational well-being**.

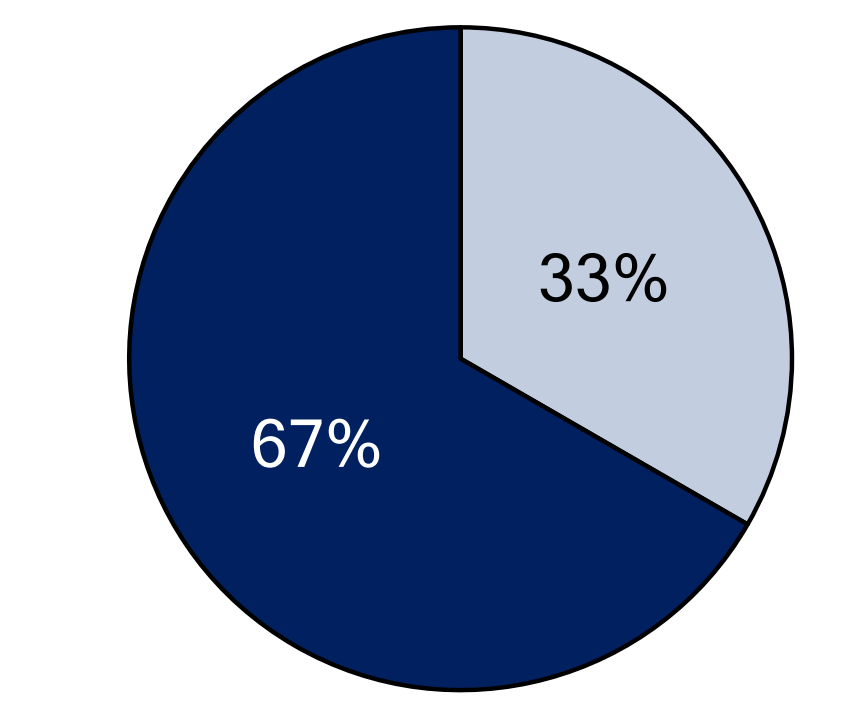
- Aim 1** • Create curriculum informed by interdisciplinary literature that addresses student-athlete well-being to support transition to athletic retirement.
- Aim 2** • Assess, using expert panel from BGSU Athletics, perceived feasibility for BGSU Athletics.
- Aim 3** • Assess, using expert panel from BGSU Athletics, perceived value of curriculum before offered to SAs.

## Methods & Participants

Evidence informed curriculum development (Financial, Relational, Recreational Well-Being) & panel creation

Modified Delphi Method – two rounds  
Same survey provided twice  
5 point Likert scale (strongly agree → strongly disagree)  
Financial Workshop: 14 questions  
Relational Workshop: 10 questions  
Recreational Workshop: 6 questions  
Feasibility: 4 questions

- Panel of experts (n=6)**
- Coach
  - Sports counselor
  - Student-athlete services employee
  - Athletic trainer
  - Two retired student-athletes



Descriptive statistical analysis of results to determine perceived value & feasibility

## Results

Responses from panelists are regarding workshop's content value & feasibility

### Feedback Themes

Group norms to encompass privacy & safe space

Highlight what SAs already know & do

Include more resources for Financial Workshop

Include grief as a stronger component of Relational Workshop

Networking events are not consistently kind to athletes of low income or minority communities

### Modifications

Changed group norms from confidentiality to discussing expectations of privacy & creating a safe space due to inability to guarantee confidentiality.

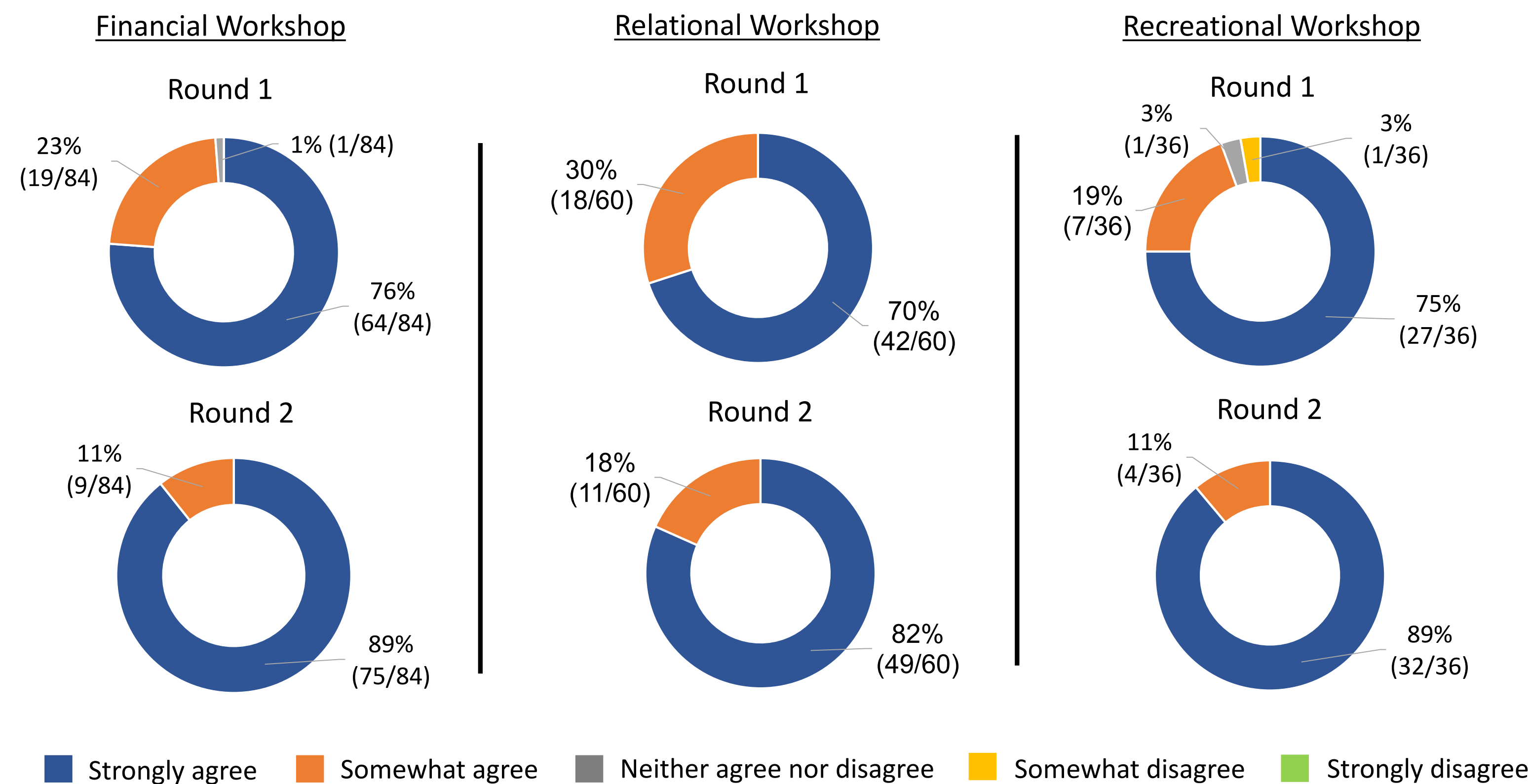
Added comments to all three workshops related to SAs prior knowledge of respective topics.

Included additional resources regarding student loans, taxes, & IRAs for future financial development.

Added information on stages of grief, questions for participant reflection/discussion, & handouts for take home.

Included organization's diversity & inclusion statement. Provided recommendations for future events (e.g. hiring diverse guest speakers & accessible facilities).

### Overall Percentage of Responses to Each Workshop based on Value



### Feasibility of Curriculum

- Consensus was achieved across panelists that BGSU Athletics has the space & staff to facilitate the workshops.
- Variability in responses for staff & SAs time availability.
  - Potential scheduling challenges & motivating SAs attendance remain.

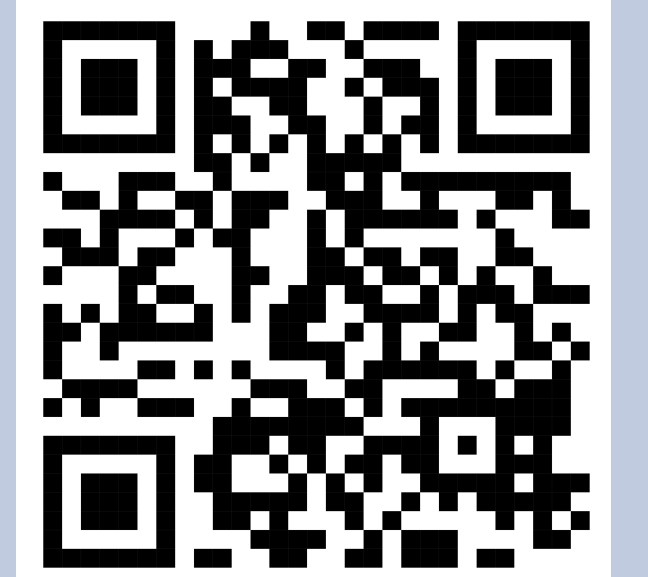
## Discussion & Conclusion

OTs understand the importance of preparing for role transition & identity shifts that occur with life & occupational transitions.<sup>5</sup> OTs are well suited to create a program that encompasses the complex needs of retiring collegiate athletes.<sup>5</sup>

All aims of this project were accomplished. Created a curriculum informed by interdisciplinary literature that addressed financial, relational, & recreational well-being to help SAs begin the transitional shifts that occur with collegiate athletic retirement. After both rounds of the survey, achieved consensus that the workshops are valuable ("Strongly agree" > 80%) for BGSU Athletics. Achieved consensus that the workshops are feasible as BGSU Athletics has the space & facilitators for the workshops. However, concerns remain about SA buy-in for participation, as well as staff's perception of lack of available time for facilitation.

The curriculum has been sent to the Student Athlete Service employee who will be coordinating the curriculum. BGSU Athletics plans on piloting the entire curriculum during the spring semester of the 2023-2024 school year. The Recreational Well-Being Workshop is being piloted May 2023.

To view a sample of the Relational Well-Being Workshop, please use this QR Code



## Limitations

- Modified Delphi Method was used due to time limitations, leading to only two rounds of surveys.
- Small panel size.
- No current SAs in the panel to provide feedback.
- All panelists self-identified as Caucasian/White, therefore lacked inclusive representation.

## Future Direction

- Pilot the curriculum to determine value with current SAs
  - Important to receive feedback from current SAs to determine if future modifications are recommended.
- Would be important to continue to add, update, & develop new workshops as needed.
  - Examples include physical fitness & nutrition

## Acknowledgements

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## References

