Santa Monica College: Helping Freshman Athlete Transition

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Kinesiology

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ABSTRACT

Freshman Student-Athletes Manual for Santa Monica College

By Daniel Freeman

Master of Science in Kinesiology

The first year of college is one of the most difficult transitions that a student encounters (Giddan, 1988). The Santa Monica College Student-Athlete Transition Assistance Handbook is a guide for Freshman Student-Athletes during their transition into Santa Monica College. The manual provides athletes insights into coping strategies and resources that can be used to manage negative stress.

The information collected on stress and coping strategies was based on literature found during the research process. The specifics on coping resources offered at Santa Monica College were collected during the Fall Semester by visiting the various student service centers on campus. The creation of the complete compilation of resources in this handbook was accomplished through obtaining informational packets and conversing with staff at each center.

The handbook itself outlines the various stress and coping strategies and resources, and then provides four example scenarios of student-athletes encountering
stressors in various areas of their lives. Each example highlights certain stressors, and provides concrete ways that the student-athlete can apply strategies and resources so that they can manage their negative stress.

There are many sources of negative stress, and more coping strategies than are listed in the handbook. Future projects can expand upon this handbook and provide programs that athletics can use to improve various components of transition, like leadership and new teammate on-boarding programs.
Chapter 1

Introduction

Transition periods are challenging in most circumstances, and transitions throughout an athlete’s career are no different. Retirement out of sport, or end of career transitions, has been well researched since the 1960s (Stambulova, Alfermann, Statler, & Côté, 2009). In-career transitions have been given much less attention. Specifically, the collegiate freshman experience for a student-athlete is one that is potentially fraught with stress and challenges. While stress can be defined as a physical response to a changing situation, for the purposes of this paper the term stress will refer to negative stress (Oxington, 2009). Research has been done on female student-athletes experiences of negative stress and the coping skills they use to handle those stressors (Giacobbi, Lynn, Wetherington, Jenkins, Bodendorf, & Langley, 2004). There has been similar, though minimal, research conducted in other countries with male and female collegiate student athletes (Bruner, Munroe-Chandler & Spink, 2004; MacNamarra & Collins, 2008; Morris, Tod & Oliver, 2015). The National Collegiate Athletic Association (N.C.A.A.), the National Junior College Athletic Association (N.J.C.A.A.), and the California Community College Athletic Association (C.C.C.A.A.) freshman population have received the least amount of attention. Because of the deficiency in information, a manual aimed at assisting students in successfully transitioning through their first year of collegiate sports will be the aim of this project.

The history and evolution of sport transition literature is well documented (Stambulova, Alfermann, Statler, & Côté, 2009). The first area of study was athletes moving into retirement and the potentially negative consequences of that transition.
These studies on coping with retirement led to a broader scope of research in stress and coping among all athletes, which then continued to broaden to an even more holistic approach to transitions. As researchers began to examine athletes as a whole person, there was a natural segue to the examination of developmental psychology, and talent development and acquisition (Bloom, 1985; Erikson, 1959). All of these non-retirement transitions are classified as in-career transitions. Transition research in sport has evolved from its original focus on retirement, to these in-career transitions, and has now arrived at the current focus, the analysis of cultural impact and cultural comparatives (Stambulova, Alfermann, Statler, & Côté, 2009; Wylleman, Theeboom, & Lavallee, 2004).

To understand the transition from high school to collegiate athletics, it is important to first look at the general transition experiences of all individuals moving from high school to college. The first year of college is one of the most difficult transitions that a student encounters (Giddan, 1988). This transition’s potential stressors include moving away from home, having to develop new friendships, and performing well academically (Hicks & Heastie, 2008). Academic stress is ever present (Hicks & Heastie, 2008), but friendships and social belonging are critical to college adjustment (Hirsch, 1980). As is discussed in Erikson’s stages of development, this is the stage where successful students learn to develop relationships, while those unsuccessful in negotiating the stage experience feelings of loneliness and isolation (Erikson, 1963). In essence, this is a very challenging transition that all college freshmen have to negotiate.

Another major source of stress on the student as well as the family is the financial burden of college. In the United States, the cost of tuition averages $24,700 annually for private colleges, and $7,173 annually for public (Taylor, 2010). Other nations offer
generally more affordable education options. For example, the average cost of college in Canada is $5,974 per year. In England it is $5,288, in the Netherlands, $3,125, in Germany, $933, and in France, it is $585 (Taylor, 2010). In some countries, like Brazil, students may be offered an education at some colleges with no tuition. Attending a California community college in particular is especially difficult for out of state student-athletes. The state of California is unique to the rest of the country in that the California Community College governing body offers no financial assistance specific to student-athletes. This makes paying tuition uniquely challenging for out of state, international, and financially struggling students.

There is no comparable experience to that of a student-athlete in U.S. Collegiate Athletics. Europe, Asia, South America, and Australia have universities, but the athletic organizations generally run separate from the school organizations. This poses a cultural impact unique to American student-athletes that has not been studied in its entirety. Themes have emerged and been discussed, such as the financial situation of athletes. The N.C.A.A. acts as an amateur body that does not pay athletes for participation. Scholarships appear to provide the financial means for students to take care of the costs of living. Tuition, room, board, books, and some other expenses are covered, but not cash for day-to-day spending. With the time commitment of college athletics and coursework, approximately 76.5-81.3 hours per week in season (Paskus, 2006), working a part-time job is an incredible challenge. When looking at the additional costs not covered by scholarships, the average shortfall comes to $3,222 (Paskus, 2006). There have been many athletes, including football players such as Richard Sherman and Michael Bennet, who have spoken out about the challenges of meeting the basic life needs, like food,
because of the financial burden of playing a sport in college. One example of this is in the documentary *Schooled: The Price of College Sports*, where Arian Foster spoke about his coach buying him and some teammates Taco Bell because he had to use his last dollars toward that month’s rent (Finkel, Paley, & Martin, 2013). This differs from the rest of the world where competitive adult athletes are paid to compete on club teams.

**Definition of Terms**

For the purpose of this study, the following definitions will be used.

**Transition.** The period of change adaptation from one setting to a new setting, involving a coping process with the potential for positive, or negative, results (Stambulova, 2009). This study focuses on the adapting period of the first year of college.

**Stress.** Anything that threatens the goals or motives of an individual (Lazarus & Folkman, 1984).

**Coping Strategies** The internal strategies that student-athletes can use to manage their stressors.

**Coping Resources.** The tools, people, and programs available at Santa Monica College for students to use when attempting to manage stress (Lazarus & Folkman, 1984).

**Successful Transition.** For the purpose of this handbook, successful transition will encompass the following: (1) The athlete is eligible to return as a sophomore. (2) The athlete chooses to return as a sophomore (Johnson, 2008).

**Student-Athlete.** A Santa Monica College student who actively participates in a C.C.C.A.A. sport.

**Statement of the Problem**
Though research exists on the importance of transition assistance, there is a need for programs to aid freshman athletes as they transition into collegiate sport. The goal of this project is to take the literature and resources that exist and create a handbook that informs student-athletes and their coaches at Santa Monica College about the potential stressors and problems, and also advise them as to what resources and coping strategies they can use to manage their resources and stress.

**Purpose of the Study**

The purpose of this study is to provide a better experience for the coaches and student-athletes of Santa Monica College by minimizing stress inherent in the freshman athlete transition experience to collegiate sports, and improving the knowledge of and access to resources and coping strategies that are available to student-athletes.

**Significance**

This manual can potentially improve the freshman athletes’ ability to succeed by making them aware of coping strategies, the resources that Santa Monica College has available, where to locate those resources, and what strategies and resources to use in regards to what stressors they face. The staff of Santa Monica College’s athletic department may also benefit in their ability to prepare for and aid incoming freshman with their first year challenges. Santa Monica is currently the number one college for transferring students to four year schools. With an effective transition program they can not only maintain their status, but also be a top school at supporting new student-athletes through their adjustment period.
Chapter 2

Literature Review

General Transitions

Transitions are phenomena that encompass the changes individuals experience throughout their lives. Anything that breaks routine creates a stress that individuals have to manage. Resiliency is the successful management of and recovery from that stress (Svetina, 2014). To understand transitions as they relate to sport, it is important to first understand the evolution of transition research, starting with developmental transitions. Theories exist that help us to understand the development process and classify the major transitions into stages. Erik Erikson was one of the first to create stages of development, highlighting 8 transitions that people must negotiate. Each stage prepares an individual for the next (Erikson, 1963; Erikson, Paul, Heider, & Gardner, 1959). As this paper will focus on the transition of athletes from high school to college, it is important to identify the stages of Erikson’s model: (1) Trust vs Mistrust (0-1 ½ years), (2) Autonomy vs Shame (1 ½-3 years) (3) Initiative vs Guilt (3-5 years), (4) Industry vs Inferiority (5-12 years) (5) Identity vs Role Confusion (12-18 years), (6) Intimacy vs Isolation (18-40 years), (7) Generativity vs. Stagnation (40-65 years), (8) Integrity vs Despair (65+). This psychosocial model argues that people experience certain conflicts as they move through the stages of life, and that one either successfully completes each stage and negotiates the crisis, or he/she fails to negotiate the crisis and will have a reduced sense of self. It is possible, however, to resolve these failures in psychosocial development at a later time in our lives.
In the last few years, research on resilience has been conducted that compares our current knowledge of stress and coping with Erikson’s findings from 30 years ago. One example is that of Svetina (2014), who argues that resilience and psychosocial development are interrelated. Her findings contain two primary differences from those of Erikson’s: (1) while she finds that crisis stems from external events, with Erikson, crisis is both internal and external, and (2) this external crisis is not the same for everyone, making the adaptation process a non-normative process. Despite these differences, her research has found a strong relationship between resilience to crisis and the development of trust and autonomy as defined by Erikson’s model (Svetina, 2014). Her study also served as a quantitative check of Erikson’s model, giving empirical numerical support to the stages of development.

Another important model of transition was created by Elisabeth Kubler-Ross (1969) and was called The 5 Stages Of Grief. This model is important as it helped researchers to understand and develop the first focus of sport transition; retirement. Over time, however, researchers started to look beyond retirement and consider a more holistic perspective of athlete’s transitions in sport. This opened up the doors to in-career transitions, which was first looked at from the perspective of talent development. One important researcher on this concept was Bloom (1985), who created a three phase model that identifies the stages of in-career talent development. As it pertains to sport, the first phase is the early years. This is when an athlete tries out many sports, is encouraged, has fun, and develops a love for one, or multiple, sport/s. The second phase is the precision phase. Here, teachers or coaches work on technical skill and technique, and the athlete works to master the motor and mental skills needed to be successful (Bloom, 1985;
Gould, Dieffenbach, & Moffett, 2002). Deliberate practice has been focused on as a major contributor in the acquisition of talent and an important factor in an athlete’s transition into phase three (Ericsson, Krampe, & Tesch-Romer, 1993). The third phase is the elite years, and during this phase the athlete continues to master skills but also applies those skills in performance excellence (Bloom, 1985). Though Bloom created this model thirty years ago, his model is still relevant, and many more theories have stemmed from this research. One current example is the research by Phillips, Davids, Renshaw, and Portus (2010), which brings into the literature the concept that talent development should focus less on universal tests and programs and more on the best path for each individual to reach the expert stage of development.

**Stress and Coping Strategies**

To understand stress and coping strategies, one must start with a review of the work done by Lazarus (1966, 1984, 2000), who broke down stress into two categories: threat and challenge; and coping into two categories: problem-focused and emotion-focused. Changes have been made to the definition of stress to include not only the negative but also the positive points of stress (Oxington, 2009). To keep consistent, this paper uses the word stress as Lazarus defines it a threat to the individual’s goals. Lazarus (2000) felt coping research had reached a point of quality and saturation. One area of challenge was the definition of effective coping, about which Lazarus (2000) and French, Caplan, and Van Harrison (1982) have similar beliefs. They all believe that effectiveness is when there is harmony between the person and their environmental demands. The main difference between the two is Lazarus’ belief that the relationship is in constant change. A detailed chart of the classifications of coping was created by Cignac and Gottlieb.
(1997) to help universalize the verbiage of the field. The classifications consist of 14 categories, two of which are: 1) using humor, and 2) finding emotional support from others. One important message that Lazarus (1999) delivers is that coping does not necessarily mean that the stress is gone, only that it is managed. One change Lazarus pushes for is a change from using the term “stress” to calling it “emotion”, in order to change from a negative to a positive connotation. For the purposes of this research, the terms “stress” as well as “coping strategies” have been well established in previous literature and will be the operant terms.

Internal coping strategies like Emotion-Focused and Problem-Focused strategies (Baker & Berenbaum, 2007) and Mindfulness-Acceptance-Commitment (Gardner, Moore, Drapeau, & Perreault, 2012) are built on the same psychological principles as the Acceptance-Commitment Theory (Hayes, Luoma, Bond, Masuda, & Lillis, 2006). All of these strategies stem from two basic principles. First, to cope with stress, individuals must accept their emotional state. Second, there must be a commitment to problem solving action.

Another strategy for coping comes from Stanford’s Carol Dweck. Dweck researched the individual’s perspective on their own talent and intelligence and whether they felt that their abilities were innate or learned (Dweck, 1992; Dweck & London, 2004). Literature about the psychology of self-improvement and success has received much attention and popularity (Cushman, 1990). Carol Dweck summed her research up into a book titled Mindset (2006). Her book has been both popular and successful, inspiring athletes, students, business people, and others who want to improve their outlook on life. Dweck argues for an interpretation of events as challenges rather than
roadblocks. She believes that because talent and intelligence are skills, students should look at failure and mistakes as an opportunity to learn and grow as individuals, and that failure is not failing, it is quitting.

**Stress and Coping Models**

A few models exist that illustrate the stress and coping process as can be applied to the transition phenomena. Three of these will be discussed and compared to a fourth, more encompassing, model. The first is the Double ABCX model (DABCX), created by McCubbin and Patterson (1983). It comes from family systems therapy and is an expansion of the ABCX model by Hill (1949). Very similar to the ABCX models, Stambulova (2003) created the Sport Career Transition Model (SCTM), followed by Wylleman and Lavallee’s (2004) creation of the Model of Career Transition (MCT). The model by Wylleman and Lavallee breaks down career transitions into four categories; athletic, psychological, psychosocial, and academic vocational. Each area has transitions that occur during different age periods, for example: the first academic vocational transition occurs at around 13 years old when students transition from primary to secondary education, and the second happens around 18 years old when the student moves to higher education. An example of athletic transitions is the move from what he calls the Initiation stage to the Development stage, which happens around age 12. Another athletic transition is labeled the Development to Mastery stage, which occurs around age 19.

The Stambulova and the McCubbin and Patterson models are very similar to each other, but very different from Wylleman and Lavallee. Both the DABCX and the SCTM models focus on stress and coping effectiveness. Both models say that there is a life
change that brings stress. The SCTM uses the term transition demands, while DABCX defines this time as a crisis. The flowcharts become interesting as they start to differ in their second stage; Stambulova argues that the struggle between using resources to overcome barriers comes second, while DABCX argue that before an interchange can happen there is a continuous buildup of stressors that are constantly effecting the transition. Both models return to the coping process as the third stage in the flow chart. In the DABCX model, this branches off into two factors that affect an individual’s ability to cope; 1) the resources available to them, and 2) the individual’s perception of the state of crisis. These two contributors determine where on the adaptation scale the individual will finish, and this could be anywhere between maladaptive, low, to bonadaptation, high. The SCTM differs from the DABCX model as it does not include perception. In this model there are two outcomes, effective, or a positive transition, or ineffective, a negative transition. In the case of an ineffective transition, there could be a potential benefit from intervention. If this intervention is ineffective or if there is no intervention at all, it would lead to a failure to successfully transition. The beauty and limitation of Stambulova’s Sport Career Transition Model is in its simplicity. It does not factor in the variable of perception, which is challenging to measure when also assessing so many other elements.

While simplicity has value, Comeaux and Harrison (2011) created a detailed Model for College Student-Athlete Academic Success. This model was created specifically for the unique circumstances facing student-athletes participating in N.C.A.A. sports. Like Wylleman and Lavallee (2004), Comeaux and Harrison (2011) use four factors in the model; precollege success, initial commitments, social system, and commitments. Each of these factors contributes to the likelihood of academic success.
The precollege factors hold the highest correlation to the academic success of the group, and commitments are repeated in the model because the level of commitment athletes place on their goals, sport, and institution are constantly changing. Social system refers to how well the student-athletes involve themselves; this could mean level of involvement in school activities, how well they get along with teammates and peers, or even the quality of interactions with professors. This model gives a good insight into some of the stressors that can pile up during athletes’ transitions.

**Adolescent Athlete Transitions**

Around the world, there is research being conducted on athletes moving from one level to the next. Morris, Tod, and Oliver (2015) compared two English Football (Soccer) Clubs. One implemented a transition program based on the model by Stambulova, and the other transitioned athletes without a formal plan. The athletes were transitioning from the under-20 team to the senior team. In this study there were 17 participants, including coaches, managers, parents, former players, and athletes themselves, all of which participated in the interviews.

In the United Kingdom, MacNamara and Collins (2010) interviewed six athletes, ages 17 and 18. Five athletes were transitioning to University in the UK, with one transitioning to an American University. The participants were international caliber runners, and the researchers were focused on the idea that coping skills were just that, skills. Their study is longitudinal, aimed at giving six athletes the tools, called Psychological Characteristics of Developing Excellence (PCDEs), to successfully manage transitions. Instead of waiting for the transition to occur and then leaving the athletes to discover the resources available, the athletes were asked to predict future
challenges, and then think of what tools they would use to overcome those challenges. Through predicting and discussing these challenges, athletes developed, with suggestions, their PCDEs.

Bruner, Munroe-Chandler, and Spink (2008) studied the rookie year of hockey players playing in the Ontario Hockey League (OHL), one of three divisions of the Canadian Hockey League. The athletes ranged from 16-18 years of age and, as is common with many students entering into college, most had to move out from their homes. In hockey, most athletes move in with billet families when they first move to a team in the OHL.

**College and University Student-Athlete Transitions**

The transition experience of freshman student-athletes has been a new area of research, only beginning in the last few years. There are four studies that require further discussion. One is a Doctoral dissertation done through Capella University, two are Masters theses from universities in Canada, and the final is from a research journal. The Doctoral dissertation’s research focuses on the transition experiences of athletes from high school to community college in the form of grounded theory (Edwards, 2010). The project was mainly focused on the role of the head coach during the transition process, and what programs the athletic department could implement. The first thesis uses a phenomenological approach, focused on the transition experiences of female athletes entering into Wilfred Laurier University in Canada (McEwen, 2010). The goal of McEwen’s thesis was to further understand the population with the hopes of developing a program to assist athletes in transition. The second thesis, another case study, was done by following three male volleyball players competing in their first year at the University
of Manitoba in Canada (Johnson, 2008). This thesis, by Johnson, seeks to understand the transition processes and factors that lead to successful and unsuccessful transitions. Here, a successful transition is defined by making the team, achieving coach, team, and personal goals, and maintaining eligibility. Finally, the research article by Giacobbi et al. is a study done to develop a grounded theory on transition experiences. It succeeded in improving the literature on the experiences of female athletes and their stress, and the coping strategies used to manage that stress (Giacobbi et al., 2004).

All four studies use a qualitative approach to their research, implementing a semi-structured interview format. In the study by Giacobbi et al. (2004) they use an approach designed by Lazarus and Folkman (1984) called the transactional process model of stress and coping. In Johnson’s (2008) thesis, he acknowledges the contributions made by Giacobbi et al. (2004), but argues for more “empirical scrutiny” (p. 6). Instead, Johnson uses qualitative inquiry and a sport narrative, because Denison (1996) argued that the traditional approach buries the athlete’s message under layers of analysis. McEwen (2010) also references the research, but does not challenge the data collection or analysis. Despite accepting the approach, McEwen uses a phenomenological approach as outlined by Patton (2002). Edwards (2010) does not reference the study of Giacobbi et al. (2004), a weakness of her work, as theirs is one of the first to focus on this age group for student-athlete transitions. In her dissertation, Edwards does, however, go into better detail regarding the other elements of transition, such as identity, parental involvement and the coach’s role.

The methods used by all four studies are semi-structured interview techniques, and the participants in the studies by McEwen (2010), Johnson (2008), and Giacobbi et
al. (2004) were athletes who were in their first year of university. Edwards (2010) used athletes in their second year, and interviewed on past experiences. Questionnaires were used to collect demographic information by Edwards, Johnson, and McEwen. Giacobbi et al. used three interviews and two focus groups to collect demographic information in addition to the data collection. Giacobbi et al. (2004) used multiple coders and member checks, as did Johnson (2008) and McEwen (2010). A major weakness of Edwards’ research (2010) is that she does not use a member check or a second coder to improve the data accuracy.

All four studies found that athletes transitioning at the university level used coping strategies that they were familiar with and that were available to them to manage stress. These tools included social support networks like coaches, parents, and teammates. An interesting resource that was found to be used was humor (Giacobbi et al., 2004; McEwen, 2010). The sport narrative done by Johnson (2008) led to four main themes: (1) Players play with fear when they join a new team, (2) regardless of skill level, they will not feel welcomed from the start, (3) the adjustment time will vary depending on the athlete, and (4) support from coaches and veteran athletes helps to speed the adjustment process. The findings of Edwards (2010) offered an idea not found in the other studies: bias and stereotyping from the educators. She offered that some students did not feel challenged in the classroom, while others felt teachers held them to higher standards. Also, some teachers did not give student-athletes special consideration because of their status.

Summary
Developmental psychology gives insight into how challenges can be negotiated through the stages in one’s life (Erikson, 1959), and Svetina (2014) discusses resiliency, and how an individual using appropriate coping strategies can successfully manage stress. The research on transitions sheds light on the various stressors individuals encounter as they enter college (Giddan, 1988). It also gives insight into the unique conflicts that athletes have to manage, like time demands of sport and school, and financial limitations associated with competing in college level sport (Comeaux & Harrison, 2011). While there exists research on the transitions of athletes in the 16-20 year old age range (Bruner, Munroe-Chandler, & Spink, 2004; Edwards, 2010; Giacobbi et al., 2004; Johnson, 2008; MacNamarra & Collins, 2008; McEwen, 2010; Morris, Tod, & Oliver, 2015), the current trend in research is to focus on cultural and cross cultural aspects of transitions (Stambulova, Alfermann, Statler, & Côté, 2009). The collegiate-athlete experience is its own culture, and within each college a sub-culture. All of the various studies discussed above have used a qualitative approach with semi-structured interviews to collect data. The analysis methods have varied, using case studies, phenomenological studies, athlete narratives, and grounded theory approaches. The results from the studies show social support to be the main resource necessary in transitions, with other essential resources varying from athlete to athlete.
Chapter 3: Methods

Explanation of the Project

The manual presents areas of intervention in working with Student-Athletes in their first year at Santa Monica College. It is designed to help the athletes, coaches, faculty, and staff members understand and work with the wave of obstacles and emotions that may arise in an athlete’s time in Junior College. The handbook also provides examples of stressors and corresponding interventions. The interventions combine internal coping strategies with external coping resources.

Intended Audience

The handbook is to assist student-athletes in the adjustment from high school to Santa Monica College. The design of the handbook is intended to produce an extensive list of resources available, and identify opportunities to use the resources effectively. It does not discriminate between gender, ethnicity, race or language, but is limited to junior college student-athletes, who are full-time at Santa Monica College. Since the demographic of the handbook is student-athletes in their first year of college, the general age range is typically between 17-21 years of age.

The Research

The Literature Review for this project focused on general transitions, in-career transitions of athletes, athlete transitions during adolescent years, and the psychology of stress and coping. The literature review process started by searching combinations of keywords: Transitions, Athlete, Stress, Coping, and College. The project further developed through extensive peer reviewed research in the area of transitions, stress, and coping. These articles made up the project’s first two (of three) center pieces. The three
The main pillars the handbook is created upon are: (1) the research done on stress (Lazarus & Folkman, 1984; Giddan, 1988), (2) the research done on coping strategies, specifically Growth and Fixed Mindset (Dweck, 2006), Acceptance-Commitment and Mindfulness-Acceptance-Commitment (Hayes, Luoma, Bond, Masuda, & Lillis, 2006; Hayes, Pistorello, & Levin, 2013; Gardner, Moore, Drapeau, & Perreault, 2012) and Positive-Focused and Emotional-Focused coping strategies (Baker & Berenbaum, 2007), and (3) the resources that were collected around the Santa Monica College Campus by contacting and visiting all of the centers.

The process to create this project came from my own experiences as an athlete and a coach, and discussion during the course of my education in the field of Sport Psychology. The steps towards the final handbook consisted of: research, consultation and support from Santa Monica College staff (mainly within the athletic department), and input, feedback and review from my committee.

The manual project came about because of a need at Santa Monica College for a centralized source of resource information to aid in the multitude of life adjustments that first year athletes potentially encounter. Various coaches, athletes, faculty and administrators all talked about their perceived need for, and excitement about, the centralization of information. In addition to the athletic directors and coaches, the athletic counselors were incredibly valuable in shedding light onto resources that are solely available to athletes as well as those that are available to all students. These communications were instrumental in putting together the resource manual.

The handbook also consists of a collection of four example situations that are fairly common in the junior college community. The examples outline different situations
that can challenge athletes beyond their ability to cope. After each example situation there is a discussion on the coping strategies and resources that can be used to aid the student-athlete in overcoming his/her stressors.

The resource list includes contact information, location and hours of operation for the respective centers and persons. There is also a complete lecture series schedule, a time management worksheet created specifically for the purpose of this handbook, and Santa Monica Athletic Resources for Transfer (SMART) cards that give the information to student-athletes that want to play their sport at one of the various N.C.A.A. divisions.

The specific Santa Monica College resource guide was collected over a 2-month period, walking around the campus. The main campus houses the Health Center, the Wellness & Wellbeing Center, and the Welcome Center. Athletes become very comfortable in and around the gym which is home to almost the entire athletic department, including: Athletic Counselors, Athletic Directors, and Coaches. The athletic trainers and maintenance crews are in nearby bungalows.

Example topics were selected from the previous literature as the most prevalent and relevant topics (Bruner, Munroe-Chandler, & Spink, 2004; Edwards, 2010; Giacobbi et al., 2004; Johnson, 2008; MacNamarra & Collins, 2008; McEwen, 2010; Morris, Tod, & Oliver, 2015). Themes like social support networks were discussed in all of the various articles. In deciding which themes to use, the number of articles in which they appeared, and the relevance to the demographic as per my experience as a collegiate coach were the predominant factors. Four primary themes were selected to focus on with examples. Each example involves stressors, coping strategies, and resources of corresponding topics that guide the student to success.
The completed manual is located in the following Results Section.
Chapter 4: Results

The handbook opens with the purpose of the project: to provide the tools to cope with the stresses involved in the transition from high school to Santa Monica College. To do this, students must be able to identify Santa Monica College coping resources, and have the knowledge of, and ability to use internal coping strategies. The hope of this handbook is to provide the tools to the coaches and athletes that put all students into a position where they can succeed.

The beginning portion of the handbook provides definitions and explanations of the background information, including: transitions, stressors, coping strategies, and coping resources. This is important, as Junior College students are often higher risk students who struggle academically, financially, and even socially (Carnevale, Strohl, & Strohl, 2011). The background information provides the basic framework behind why the student-athlete has overwhelming feelings, what processes they can use to manage the stress, and what resources they can seek out to help them when they cannot manage their stress alone.

While Santa Monica College student-athletes reflect the general population students in many ways, these athletes differ in that they are required to be full-time students (CCCAA, 2016). It is important to remember that in addition to their school workload, athletes have the time and physical commitments of participating on their respective sport team. As these commitments become greater, they increase the emotional and physical toll on the student-athlete. The pressure on our athletes starts to weigh heavily on them, and this stress is often overwhelming (Etzel, Watson, Visek, & Maniar, 2006). Stress can be defined as anything that limits or threatens the motives or goals of an
individual (Lazarus & Folkman, 1984). The additional challenges of athlete involvement (e.g. travel, practice schedule, physical demands) and the eligibility requirement that the athlete be a full-time student may put the student-athlete at greater risk of adopting an ineffective coping process on the model outlined by Stambulova (2009; Etzel, Watson, Visek, & Maniar, 2006).

Coping can be broken into two types; coping strategies or the internal coping process, and coping resources which are the external resources to assist coping. Examples of coping strategies are (1) problem-focused processes which are an attempt to identify a problem like a bad grade on a test, and use strategies like allocating more time towards studying to solve that problem, (2) emotion-focused processes which are an attempt to resolve the emotional effects associated with a problem like anger because of a failing grade, and use strategies like venting to process those emotions. Baker & Berenbaum (2007) argue that both focuses can benefit an individual. Strong emotions need to be understood, and if they are not, an emotion-focused process can give insight into the actual problem, but there will be no ultimate resolution without a problem-focused process. (3) Acceptance-Commitment and Mindfulness-Acceptance Commitment bridges the principles of emotion and problem coping. Acceptance-Commitment argues that you have to accept the situation and the emotions that you have in that situation, and then find and commit to a solution.

A slightly different coping strategy is using a (4) growth mindset. Growth mindset involves reframing your perspective of a situation using a positive reinterpretation (Dweck, 2006). This means an individual approaches a problem as a fun challenge that can be overcome by improving upon a skill. For example, a student that fails a test views
the situation as an opportunity to learn new material instead of (5) the fixed mindset which would posit the problem is a reflection of the individuals fixed ability (Dweck, 1992; Dweck, 2006). To the student with a fixed mindset, a failing grade means that they are not smart enough to do well on the test. Dweck argues that the growth mindset is where learning happens (Dweck, 1992; Dweck, 2006). The fixed mindset, when we judge our value based on wins/losses or succeeding/failing is detrimental to our overall success because the best opportunity for learning comes from taking that risk, potentially failing, but growing by learning from that failure. The athlete in fixed mindset instead feels like a failure, has less confidence and is more likely to quit. Dweck makes mention of a four step solution to improve the frequency that an individual is in their growth mindset, 1) Work on hearing your inner dialogue. What words do your thoughts use when you face a challenge? 2) Realize that how you respond to the challenge is a choice. 3) Respond to that challenge by making the choice to speak with a growth mindset voice. 4) Turn mindset into action (Dweck, 1992; Dweck, 2006).

To conclude the introductory portion of the handbook, a list of resources was included. The list was broken down by five types of stress: athletic, health, financial, academic, and other. Also included in the resources was a list of all the tutoring centers, the hours of operation, and the contact information for each center. The last resource list included was the schedule of the Fall 2016 workshops which can also be acquired from visiting The Wellness and Wellbeing Center and writing the schedule.

The main portion of the handbook consists of four examples of student-athletes that are overwhelmed with stress, and ways that the athlete can manage their stress. In the case of Misty, time management is a major factor in managing her stress. The time
management worksheet will allow her to view the various priorities she has. Misty can put her energy into problem-focused coping processes and begin to find balance. Finding this balance and working tenaciously towards achieving her goals are key steps toward her success (Koopman, 2014; Finding your work-life balance, 2016). Misty might also find that she benefits from being in the moment which can be accomplished through relaxation, breathing and meditation. Santa Monica College’s Center for Wellness & Wellbeing offers a workshop on meditation that would help introduce Misty to these meditation techniques.

The example of Jerry centers on financial stress. Extended Opportunity Programs & Services is a program that Santa Monica offers to students who have financial disadvantages. There are more resources that provide financial assistance to students than just EOPS, however. The Financial Aid Center helps students fill out and file the Free Application for Federal Student Aid (FAFSA) and Board of Governors Enrollment Fee Waiver (BOG) forms. Students that receive assistance have to adhere to certain rules and time frames, like maintaining a minimum GPA. If aid is not enough, Santa Monica also assists students with finding jobs on and off-campus (Santa Monica, 2016). Additionally, to help save money, textbooks for classes are on reserve in the library so that students who cannot afford them have access to these expensive textbooks. Also in the works is an initiative from Associated Students to have a free lunch program starting during the 2017-2018 school year. The final tool that Jerry has available is the time management worksheet to help him identify and balance his work, school, and sport priorities. To succeed in his college career and have an effective transition, Jerry has to really utilize
these support programs, and have a strong internal process that is focused on solving his financial problems and achieving his goals.

The third example involving Sarah centers on Academic Stress. Sarah uses a lot of negative self-talk and does not believe in herself. Sarah’s coping process will be very different from Jerry’s as she will need to do much more on an internal level. Sarah will benefit most from improving her understanding of growth mindset, and mindfulness-acceptance-commitment. As she takes steps towards reframing situations and accepting emotions she will allow herself to believe that intelligence is a skill she can develop and not a fixed trait (Dweck, 1992; Dweck, 2006). While this will help, there may be other things that are limiting Sarah’s ability to succeed in school. Sarah should use the resources on campus to see if there is more to the problem, and what steps she can take to improve her situation. Sarah should get screened for a learning disability at the Center for Students with Learning Disabilities. She could also learn new study techniques from the tutors at the tutoring center, and get insight into what would make her successful in specific classes by visiting her professor’s office hours. Classroom success is based on study time, but maybe even more on the individual’s study habits (Nonis & Hudson, 2010). One final resource Sarah could benefit from is the Test Anxiety workshop that is offered at Santa Monica. Sarah may have done a good job studying for her exam and not had a passing grade because she felt overwhelmed by the pressure of the test. Finally, because Sarah wants to go on to and play in the N.C.A.A., she should be educated on the requirements of the N.C.A.A. and should take the time to read the SMART cards that Dr. Cedrick Hackett created for students to understand what the minimum requirements are to move on to that level.
The final example provided in the handbook is James, who feels disconnected and alone and lacks a social network. Social networks are a big source of stress and coping. James could speak to a therapist at the Center for Wellness & Wellbeing. He would also benefit from attending a workshop about Understanding Happiness to help him develop a more interpersonal sense of value. A future direction that could come out of James’ example is a departmental program that creates an athlete-run organization such as a captain’s council. By allowing athletes to lead, team leadership and dynamics are improved. Transformational leaders guide the way for future leaders by increasing their responsibilities (Kendrick, 2011). The captain’s council could start programs like buddy programs where sophomores meet once or twice a month with their freshman buddy to check in with them and help answer their questions, and make them feel included.

The handbook provides a bridge between internal coping processes and the external resources available through Santa Monica College. By combining the two, athletes can become equipped with the necessary tools to manage the stress they face during their first year transition and beyond. The handbook is limited to four examples, and would benefit from future examples tackling issues related to substance abuse, performance enhancing drugs, and extreme life trauma like death of a family member. Future directions for this handbook could also include more programs that could be implemented by the Athletic Department or individual teams to improve the transition time for these student-athletes.
Chapter 5: Discussion

Student-athletes at Santa Monica College have access to some fantastic resources. Many of these resources are always present and accessible while some resources, like the speaker series that the Wellness & Wellbeing Center sponsors, vary in topic and schedule during the semester. While these resources are great, students would benefit from a more internal process, and should get comfortable with the strategies that are discussed in the handbook. To get this handbook into the hands of student-athletes at Santa Monica College, it will be printed and delivered to all coaches, the athletic director, assistant athletic director, and the athletic counselors as these are the primary persons that freshman students interact with.

The handbook was designed with the ideas that Student-Athletes need help identifying (1) what strategies and resources they need, (2) what strategies and resources are available, and (3) how to use these strategies and resources to their benefit. This manual is a tool for the athletes to develop their skills in these three steps, but the handbook alone may not be enough. Coaches, peers, faculty, and the student him/herself need to be active in improving their understanding of coping strategies and their knowledge of and access to the various resources. Coaches and faculty should also be proactive in creating programs within their teams/department to improve areas where coping resources are not adequate. Leadership is just one of the areas that can be developed effectively through programs. One other area that can be improved is creating programs to improve team dynamics by incorporating freshmen into team social events. Another valuable tool would be the inclusion of a Sport Psychology Consulting position in the staff to aid in various processes.
One program that could provide this information and improve team dynamics is the creation and incorporation of a Captain’s or Leadership Council. This was briefly discussed in the handbook, and could be a project in itself. The opportunity for Santa Monica College to improve social support networks through projects is available. There are already steps being taken with the creation of the new leadership course and its approval for this coming Spring 2017 semester. Sophomores and freshmen with strong leadership skills could be given these handbooks and work together to create programs that teach their peers the fundamental skills to not only cope, but also excel in stressful times.

While the handbook provides four examples that represent a large portion of the stressors student-athletes face, there are more examples that student-athletes encounter, one such example is pressure from peers to use illicit substances such as alcohol and drugs. A second stems from the pressure to perform at a high level. This could lead athletes to use performance enhancing substances. An extreme example could include a major life tragedy like abuse or the death of a loved one. While this handbook does not provide interventions for these stressors, the resources that would help a student are listed in the handbook, and may require the support of a licensed psychologist. Athletes may need help with the stressors and coping processes that are not explicitly outlined in this handbook, additional information and programs are available in the appendix of the handbook. Coaches and faculty can help athletes navigate through the strategies and resources of the handbook beyond the examples given. The handbook acts as a basic tool that provides introductory strategies that athlete’s can implement on their own or with the help of their coach. Should the athlete find themselves unable to cope using the strategies
discussed, they should seek out support from a licensed psychologist. Licensed psychologists are available at the Wellness & Wellbeing center for students in distress.
References


Spielberger (Ed.), *Encyclopedia of applied psychology. Vol. 3* (pp. 511-517). New
York: Elsevier.

believe that personal characteristics can be developed. *Educational

Yeager, D., Romero, C., Paunesku, D., Hulleman, C., Schneider, B., Hinojosa, C., Lee,
H. Y., O’Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, G. M.,
interventions: The case of the growth mindset during the transition to high
Appendix

Santa Monica College: Helping Freshman Athlete Transition
Transition Handbook

To assist student-athletes in the adjustment from high school to Santa Monica College

Daniel Freeman; California State University: Northridge
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## Part I – Introduction
- Purpose
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- Stress
- Coping
  - Strategies
- Resources

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- Example 3 - Sarah
- Example 4 - James

## Part III – Conclusion
- Conclusion

## Part IV – Appendices
- Time Management Worksheet
- Complete Resource List
- Santa Monica College Fall ‘16 Workshop Schedule
- SMART Card NCAA Division I
- SMART Card NCAA Division II
- SMART Card NCAA Division III
Introduction
Purpose

This handbook outlines the resources available, and the areas the Athletics Department and individual teams can work to continue to build programs that combat the more common sources of stress young athletes face.

There exists useful tools for managing stress, and overcoming transitional challenges.

In this handbook coping strategies and coping resources are outlined and examples are given so that coaches and athletes can effectively smooth transitions.

The ultimate hope is to put college student-athletes into positions where they can succeed. While geared towards athletes, anyone can benefit from finding balance.

“Using all of your resources wisely is key for growth which opens up success. Unfortunately, most don’t realize this, and the door of opportunity stays closed.”

Lincoln Patz
Transitions

Transitions can be defined as the period of change adaptation from one setting to a new setting. This process will have stress and involve a coping process. (Stambulova, 2009).

**SPORT CAREER TRANSITION MODEL STAMBULOVA (2003)**

<table>
<thead>
<tr>
<th>Stambulova SCT Model</th>
<th>Transition Handbook</th>
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<td>Transition Demands</td>
<td>Stress</td>
</tr>
<tr>
<td>Dynamic Balance</td>
<td>Coping Strategies &amp; Resources</td>
</tr>
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<td>Coping Effective</td>
<td>Student-Athlete Retained</td>
</tr>
<tr>
<td>Coping Ineffective</td>
<td>Student-Athlete Dropped</td>
</tr>
</tbody>
</table>
Stress

Stress is anything that threatens the goals or motives of an individual (Lazarus & Folkman, 1984). It can come from any number of sources, and will not effect everyone the same.

The first year of college is one of the most difficult transitions that a student encounters (Giddan, 1988). The additional time commitment of sports and the requirement that the athlete be full-time (enrolled in a minimum of 12 units) only add more threat to athlete’s life goals and motives.
Example Sources of Stress

Time Management

Money

Academics

Social Networks

Scholarship Breakdown (JC)

- CA JC (CCCAA) do not offer athletic scholarships
  - Offer need based money only if school has non-state based grants
  - Few have housing

- NJCAA (JC outside CA)
  - Full, Partial, or none
  - Many use WUE Exchange (Western Undergraduate Exchange) cutting down on costs. Take cost of housing into consideration
Coping Strategies and Resources help individuals manage their stress.

For the purposes of this manual:

Coping Strategies are internal strategies that individuals can use to overcome stress
(Examples include Problem vs Emotion-Focused Strategies and Mindset)

Coping Resources are external resources individuals can use to overcome stress.
(Examples include Tutoring Centers, Job Centers, Athletic Counselors)
Coping Strategies

**Emotion-Focused**
- Aims to manage the emotional distress that is associated with the situation
  - Denial
  - Venting of Emotions
  - Positive Reinterpretation of Events
  - Seeking out Social Support
- (Lazarus & Folkman, 1984).

**Problem-Focused**
- Involves efforts to modify the problem at hand
- Typically includes
  - Generating options to solve the problem
  - Evaluating the pros and cons of different options
  - Implementing steps to solve the problem
- (Lazarus & Folkman, 1984)
Acceptance-Commitment-Therapy (ACT) Mindfulness-Acceptance-Commitment (MAC)

Accept
Not judging your internal state, instead having an awareness and acceptance

Commit
A Focus shift away from internal processes and toward external stimuli that are task-relevant

Take Action
An effortful commitment towards action

Acceptance-Commitment Therapy and Mindfulness-Acceptance-Commitment (MAC) center on 6 principles:

**Contact with the Moment** be in the present moment: connect fully with what is happening here & now.

**Acceptance** open up and make room for painful feelings and sensations. The more you can open up, the easier it is for feelings to come and go without draining, holding you back.

**Cognitive Defusion** step back & detach from unhelpful thoughts, worries, and memories: practice how to let these thoughts come and go

**Self as Context** the part of you responsible for awareness and attention. Your ability to be aware of your thoughts & feelings in the moment.

**Values** what you want your life to be about. What you stand for. How you want to be remembered

**Committed action** action guided by your values – doing what matters – despite it’s difficulty or lack of comfort

(Hayes, Luoma, Bond, Masuda, & Lillis, 2006; Hayes, Pistorello & Levin, 2013; Gardner, Moore, Drapeau & Perreault, 2012)
## Problem-Focused Coping

<table>
<thead>
<tr>
<th>The Good</th>
<th>Why Not</th>
</tr>
</thead>
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<tr>
<td>• Benefits those who do understand and can define their emotions in a situation. This allows them to identify, process, and find a resolution to the problem</td>
<td>• Without understanding the emotions involved and taking time to process, Problem-focused strategies can be counter-productive if strategies are decided to fast.</td>
</tr>
<tr>
<td>• These athletes should use their understanding of themselves, their emotions and the resources around them to find the best solution for the situation</td>
<td></td>
</tr>
<tr>
<td>• A potential side benefit from clearer understanding is others desire to help leading to an increase in social support and improved relationships</td>
<td></td>
</tr>
</tbody>
</table>

(Baker & Berenbaum, 2007)
# Emotion-Focused Coping

## The Good
- Benefits those who cannot understand or define the emotions of the situation. Emotion-Focused Coping would allow them to identify, process, and express the experience.
- These athletes should work to understand themselves, and can use free writing or drawing exercises to help.
- A potential side benefit from clearer understanding is others desire to help leading to an increase in social support and improved relationships.

## Why Not
- Some Emotion-Focused strategies like denial can be counter-productive to growth.
- Individuals who do understand their emotional state and continue to use emotion-focused strategies do not move forward towards a resolution of their problem.

(Baker & Berenbaum, 2007)

<table>
<thead>
<tr>
<th>Growth</th>
<th>Fixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Belief that talents and abilities can be developed through effort, good teaching and persistence</td>
<td>• Belief that basic abilities, intelligence, and talents are just fixed traits</td>
</tr>
<tr>
<td>• Approach challenges with positive self-talk, “I’m still learning how to jump higher”</td>
<td>• Approach challenges with negative self-talk, “I’m just not a good athlete”</td>
</tr>
<tr>
<td>• Goal is internal motivation to improve and learn</td>
<td>• Goal is to prove that the individuals fixed traits are strong, and to hide those traits that are not</td>
</tr>
</tbody>
</table>

- **Ideal mindset for growth in overcoming challenges**
- **Mindset will impair growth and limit the ability to overcome obstacles**
Improving Growth Mindset

Learn to hear your fixed mindset “voice.”

Recognize that you have a choice.

Talk back to it with a growth mindset voice.

Take the growth mindset action.

(Dweck, 2006)
ATHLETICS

Athletic Director
Reggie Ellis
310-434-3780
Ellis_Reggie@smc.edu

Assistant Athletic Director
Jackie Johnson
310-434-4862
Johnson_Jackie@smc.edu

Athletic Counselors
PE 215
Dr. Cedric Hackett
310-434-8017
hackett_cedric@smc.edu
Annaliza Olivares
310-434-8645
olivares_annaliza@smc.edu

Head Athletic Trainer
Diane Watanabe
310 434-4314
watanabe_diane@smc.edu

Head Strength & Conditioning Coach
Matt Hank
(310) 434-8584
hank_matthew@smc.edu

www.smccorsairs.com
# Santa Monica College: Resources

## Health

**Center for Students with Disabilities**  
Student Services Complex  
Room 101  
310-434-4265  
[www.smc.edu/disabledstudent](http://www.smc.edu/disabledstudent)

**Health Services Center**  
Cayton Center Complex  
(Behind Cafeteria)  
310-434-4262  
[www.smc.edu/healthcenter](http://www.smc.edu/healthcenter)

**The Center for Wellness & Wellbeing**  
Liberal Arts Building, 110  
310-434-4503  
[www.smc.edu/ps](http://www.smc.edu/ps)

## Financial

**Associated Students**  
Cayton Center, 202 (above the cafeteria).  
[www.smc.edu/StudentServices/AssociatedStudents/Pages/New-Homepage.aspx](http://www.smc.edu/StudentServices/AssociatedStudents/Pages/New-Homepage.aspx)

**Career Services Center**  
Counseling Village  
310-434-4337  
[www.smc.edu/careercenter](http://www.smc.edu/careercenter)

**EOPS/CARE**  
Student Services Complex, 101  
310-434-4268  
[www.smc.edu/eops](http://www.smc.edu/eops)

**Financial Aid**  
Student Services Complex, 104  
310-434-4343  
[www.smc.edu/financialaid](http://www.smc.edu/financialaid)

**On Campus Student Employment**  
[www.smc.edu/studentemployment](http://www.smc.edu/studentemployment)
Santa Monica College: Resources

**Academic**

Assessment Center  
Liberal Arts Building, Room 109  
310-434-8040  
[www.smc.edu/EnrollmentDevelopment/AssessmentCenter](http://www.smc.edu/EnrollmentDevelopment/AssessmentCenter)

Ombudsperson (teacher conflict/grade protest)  
Letters & Science Building, Room 124  
310-434-3986  
ombuds@smc.edu  
[www.smc.edu/StudentServices/Ombudsperson/Pages/Role-of-the-Ombudsperson.aspx](http://www.smc.edu/StudentServices/Ombudsperson/Pages/Role-of-the-Ombudsperson.aspx)

Scholars Program  
[http://www.smc.edu/StudentServices/Scholars/Pages/default.aspx](http://www.smc.edu/StudentServices/Scholars/Pages/default.aspx)

Health Sciences Counseling  
3171 S. Bundy Ave.  
310-434-3456  
[www.smc.edu/nursing](http://www.smc.edu/nursing)

STEM (Science, Tech, Engineering, Math)  
Life Science 122  
310-434-4993  
[www.smc.edu/stem](http://www.smc.edu/stem)

Transfer/Counseling Center  
Counseling Complex  
310-434-4210  
[www.smc.edu/counseling](http://www.smc.edu/counseling)  
[www.smc.edu/transfer](http://www.smc.edu/transfer)

**Other**

International Education Counseling Center  
(For international students)  
1734 Pearl St.  
310-434-4218  
[www.smc.edu/international](http://www.smc.edu/international)

Veterans Resource Center  
Liveral Arts, 135  
310-434-8205  
[www.smc.edu/vet](http://www.smc.edu/vet)

Welcome Center  
Cayton Center, 110  
310-434-8101  
[www.smc.edu/welcomecenter](http://www.smc.edu/welcomecenter)
## Tutoring Information

www.smc.edu/academicprograms/tutoring

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<td>Joshua Everett</td>
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<td>Paulo Taboada</td>
<td>310-434-4630</td>
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<td>Learning Disabilities Program</td>
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<td>310-434-4684</td>
<td>M-Th 8Am-7Pm</td>
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Santa Monica College: Resources: Fall 2016 Workshops

Students have two opportunities each semester to attend the Tuesday Workshops

**Stress Management**
Tuesday, Sept 13, 2016
11:15am-12:35pm, HSS 253

**Talk Saves Lives: An Introduction to Suicide Prevention**
Tuesday, Sept 20, 2016
11:15am-12:35pm, HSS 253

**Myths and Facts about Addiction**
Thursday, Sept 22, 2016
11:15am-12:35pm, HSS 253

**Is This Love? Building Healthier Relationships**
Tuesday, Sept 27, 2016
11:15am-12:35pm, HSS 253

**Understanding Happiness**
Tuesday, Oct 4, 2016
11:15am-12:35pm, HSS 253

**Test Anxiety**
Tuesday, Oct 11, 2016
11:15am-12:35pm, HSS 253

**Mindfulness: Giving Yourself the Gift of the Present**
Tuesday, Oct 18, 2016
11:15am-12:35pm, HSS 253

**Myths and Facts about Marijuana**
Thursday, Oct 20, 2016
11:15am-12:35pm, HSS 253

**Don’t Believe Everything You Think: How to Change Your Negative Thoughts**
Tuesday, Oct 25, 2016
11:15am-12:35pm, HSS 253

**Is This Love? Building Healthier Relationships**
Tuesday, Nov 1, 2016
11:15am-12:35pm, HSS 253

**Introduction to Meditation**
Thursday, Nov 3, 2016
11:15am-12:35pm, HSS 253

**What to Do When a Friend Is Suicidal**
Tuesday, Nov 8, 2016
11:15am-12:35pm, HSS 253

**Talk Saves Lives: Preventing Suicide in the LGBT Community**
Thursday Nov 10, 2016
11:15am-12:35pm, HSS 253

**Test Anxiety**
Tuesday, Nov 15, 2016
11:15am-12:35pm, HSS 253

**Stress Management**
Tuesday, Nov 22, 2016
11:15am-12:35pm, HSS 253

**Navigating Alcohol and Drugs in College**
Thursday, Dec 1, 2016
11:15am-12:35pm, HSS 253

**Mindfulness: Giving Yourself the Gift of the Present**
Tuesday, Dec 6, 2016
11:15am-12:35pm, HSS 253
Practical Application
Example 1 - Misty

Misty is a first year student at SMC. She competes on both the Women’s Volleyball team and the Women’s Beach Volleyball team. She was a good athlete in high school and felt that school was easy, she got pretty good grades.

Now at SMC, between the two teams she practices 4 days a week, totaling 8 hours a week, and has two games which, with travel, take her away from school and work from 3-9PM. She also has weight lifting, and works a part time job about 16 hours per week in addition to her 12 units as a full time student.

When Misty is not at practice, at work, or in class – she enjoys spending time with her boyfriend, her friends, and her family. Her boyfriend comes over at least two days per week to spend time with her.

Misty’s grades are starting to suffer and she feels overwhelmed by everything she has going on in her life.
Problem-Focused Strategy

Planning, assessing the situation, finding a solution, asking for help, and a tenacity towards achieving the new goal are the keys to succeeding (Koopman, 2014).

Misty has to identify the root of her stress as mismanagement of time. To help her manage the problem she will be given a time management sheet to fill out and bring with her to her next meeting with her coach.

While many student-athletes are spread very thin and may not have too many opportunities to make modifications to their schedule, they should still have a plan. Outline everything, and find balance. Student-athletes need to have personal time to have fun, find time to unwind, and process the day-to-day events and emotions. It is possible to have a work-sport-school-life balance, the key is to not procrastinate (“Finding your work-life balance”, 2016).

*A sample worksheet outlining an example of a conversation between Misty and her coach is on the following page to demonstrate how to use the worksheet effectively.

**The time management worksheet has been created specifically for this manual, and the template can be found on page 33.
Misty Example Pre-Work Sheet

<table>
<thead>
<tr>
<th>Name - Misty</th>
<th>Week 11/8-11/15</th>
<th>Notes – Feeling stressed and overwhelmed</th>
<th>Distractions-Boyfriend, Hulu, Netflix, Volleyball,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Goals</td>
<td>Athletic Goals</td>
<td>Work Goals</td>
<td>Personal Goals</td>
</tr>
<tr>
<td>2 Exams this week – 85% or better on both</td>
<td>Make every practice</td>
<td>Financial needs -$400 this week</td>
<td>Spend 2 hours with boyfriend with no distractions</td>
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<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>AM</td>
<td>Homework</td>
<td>Practice</td>
<td>Practice</td>
</tr>
<tr>
<td>AM</td>
<td>Study</td>
<td>Exam</td>
<td>Class</td>
</tr>
<tr>
<td>AM</td>
<td>Hulu</td>
<td>Study</td>
<td>Study</td>
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<tr>
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<td>Hulu Study</td>
<td>Class</td>
<td>Exam</td>
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<tr>
<td>PM</td>
<td>Boyfriend Homework</td>
<td>Work Study</td>
<td>Work</td>
</tr>
<tr>
<td>PM</td>
<td>Boyfriend</td>
<td>Work Extra Sleep</td>
<td>Work</td>
</tr>
</tbody>
</table>

Additional Notes
Weekends are a good time for me to get an extra 3 hours of school work in. By working one less day per week (Monday), I have a day to study for a little longer and get some extra sleep during the week.
Time Management

In addition to working with her coach and using the time management work sheet. SMC offers Workshops throughout the semester that can help students with time management. Other workshops that may make a positive impact on time management would be mindfulness training along with meditation, breathing, and relaxation to help keep students in the moment.

PLEASE JOIN US FOR AN UPCOMING WORKSHOP:

Introduction to Meditation

Thursday, November 3, 2016
11:15am – 12:35pm
HSS 253

For more information, please contact the Center for Wellness & Wellbeing at SMC
LA-110, (310) 434-4503

The Center for Wellness & Wellbeing
At Santa Monica College
Example 2- Jerry

Jerry was raised by a single mother, helping take care of his two younger siblings, working an after school job to help pay the rent. His senior year he was offered a partial scholarship to go to USC but even with the money could not afford USC tuition and expenses along with having to give up his job pay and the time away from his siblings.

Jerry is still passionate about bettering his life, attending school and playing football, but does not think he can do it with all his other responsibilities.

While challenging, Jerry has some programs at SMC that can help him afford school, balance his responsibilities, and still play football.
Emotion-Focused followed by Problem-Focused Strategy

Jerry should contact

**Extended Opportunity Programs & Services (EOPS)**

Student Services Complex, Room 104  
Office Phone: (310) 434-4268

EOPS is a program for students that are in similar situations to Jerry economically.

Jerry also needs to evaluate his priorities. He can do this by talking to the people he knows and trusts. Through process like venting and discussion he can understand his emotional state, and his goals. Emotional understanding will not alleviate stress (Nils & Rimé, 2012), Jerry still has to work on problem solving.

Jerry should also talk to people at the Financial Aid Center about his options. The Financial Aid Center can help him to create a strategy to accomplish his goals.

To help manage costs, he can fill out the FAFSA forms for financial assistance programs. Some programs are already in place like class textbooks are available at the library so students do not have to purchase them. There is also a plan to have a free hot lunch program for the 2017-18 year.

To help find his balance between school, work, and taking care of his siblings Jerry can fill out the time management worksheet. Just like Misty, planning and being timely will help him succeed.
What is Financial Aid?
Financial aid is money for college. It is provided by the United States taxpayers to ensure that everyone who wants a college education has the financial ability to pay for their college expenses. Students who receive financial aid join a partnership that includes the federal government and Santa Monica College. If you receive financial aid, it is expected that you will enroll in classes needed to complete your chosen program, work hard at learning, and move responsibly toward successful completion of your educational goals.

What Types of Financial Aid are Available?
There are 3 types of Federal financial aid: grants, loans, and work study.

Financial Aid: Satisfactory Academic Progress Policy
Students that receive Federal Student Aid (and Cal Grants) are required to adhere to the following:
1. Maintain an overall GPA of 2.0.
2. Complete your educational goal within the maximum time frame. This means that you must finish your goal by the time you attempt a certain number of units.

(Santa Monica College Counseling Services. 2016).
How do I Apply for Federal Financial Aid?
Step 1: Complete the Free Application for Federal Student Aid (FAFSA). You can complete it electronically at www.fafsa.ed.gov Make sure to add SMC’s Federal ID #: 001286.
Step 2: You will receive a Student Aid Report (SAR) via email. Make sure that all your information on the SAR is correct. If you need to make any corrections, inform the SMC Financial Aid Office immediately.
Step 3: SMC will notify you if any additional documentation is needed. If you attended any other colleges, you will be required to send official transcripts to the SMC Financial Aid Office. Finally, you will be issued an award letter outlining your financial aid for the academic year.

How do I Apply for the Board of Governors (BOG) Enrollment Fee Waiver?
The BOG fee waiver will pay for eligible student’s enrollment fees for the entire year.
   Option #1: If you submit a FAFSA application, you will also be applying for the BOG Fee Waiver. However, it can take up to 4 weeks for the Department of Education to process the application.
   Option #2: You may also apply electronically for the BOG Fee Waiver.

(Santa Monica College Counseling Services. 2016).
Job Search Assistance:
Reserve writing, interviewing, and job search assistance.

Off campus employment
Hundreds of job listings are available electronically.
www.smc.edu/jobs4u
Click on “student” and register.

On-Campus Employment
On-campus “student help” and “work/study” employment is now processed through Financial Aid.
On-campus jobs pay $8/hr.
www.smc.edu
1. Click on Student Services
2. Click on Student employment
3. Click on Students
4. On left side click on Student Employment Opportunities
5. Scroll down and you will see a list of on-campus jobs.

Job Fairs
The Career Services Center has ongoing Job Fairs.
All employers who participate in these fairs have open positions in their companies.

Career Service Center
Counseling Village
(310) 434-4337
Hours: Monday – Thursday 8am – 4:45pm
Friday 8am – 2pm
www.smc.edu/careercenter

(Santa Monica College Counseling Services. 2016).
Example 3 - Sarah

Soccer player Sarah did not have great grades throughout high school, and did not graduate an NCAA qualifier. She is in her first semester at SMC, and she is motivated to make a change so she can go to a Division I program.

The first six weeks of school have come and gone. Sarah has been trying her hardest, studying more than she has ever studied before. Despite her efforts, she has just received her second failing mid-term in her Biology class. She has to have a conversation with her coach about grades, and as soon as she enters into her coaches office she is in tears calling herself stupid and makes the statement that she is just not good at school.

Sarah has what would be defined as a fixed mindset. She places her intelligence contingent on her grades. While she has worked to better her grades, she does not appear to have the knowledge of the skills to be successful (Yeager & Dweck, 2012).
Coping Strategies

Reframing her mindset can greatly benefit Sarah. Problem-focused strategies and a dedication to Mindfulness-Acceptance-Commitment are the solution oriented responses that can help Sarah in this process. To make changes Sarah has to improve her self-talk. Sarah would benefit from attending the Santa Monica College Workshop for combating negative self-talk.

Sarah must adopt a growth mindset where she recognizes that her intelligence and ability to succeed in the classroom are skills that can be improved upon (Yeager et al., 2016).

Sarah should visit and get screened at the Learning Disabilities Program at Math 75 and 76 to see if there may be a reason that she is not comprehending the material as fast as her peers.

The problem may also stem from bad study habits inhibiting her learning. Study habits play as large, if not a larger role than time spent on studying (Nonis & Hudson, 2010).

Visiting the tutoring centers and her professors’ office hours could help improve how she studies, and what to study.
Transferring to University

What does it take to transfer?
Minimum vs. Actual academic requirements

Doing the minimum to play at Santa Monica College may not be enough for the athlete to transfer into an NCAA school.

For example: a 2.0 GPA is required to be eligible to compete at SMC, while a 2.5 GPA is required to transfer to an NCAA Division I school.

Factors that impact transfer include:

- GPA
- Number of Units
- Qualifier Status
- Completion of Associates Degree

Santa Monica Athletic Resource for Transfer (SMART) cards were created by Athletic Counselor Dr. Hackett

They are located in the back of the Manual

- NCAA Division I – page 40
- NCAA Division II – page 44
- NCAA Division III – page 48
<table>
<thead>
<tr>
<th>Athletic Requirements</th>
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<tbody>
<tr>
<td><strong>Maintain a 2.0 GPA</strong></td>
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<tr>
<td><strong>Take a minimum of 12 units per semester (no more than 2 athletic units per semester count towards this total)</strong></td>
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</tbody>
</table>

| **Maintain a 2.5 GPA**  |
| **Take 12 transferable units/semester (no more than 2 athletic units/semester count towards this total)** |
| **Complete 1 (qualifier) or 3 (non-qualifier) full time semesters before eligible to transfer** |
| **Earn an Associates Degree** |
| **Earn 48 Semester/72 Quarter units** |
| **Register with the NCAA Eligibility Center** |
| www.eligibilitycenter.com |

(California Community, 2016) (NCAA, 2016)
Academic Stress

Additional resources available to Sarah include:

- Professors Office Hours
- The Tutoring Centers
- Being tested at The Center for Students with Disabilities
- Study with teammates
- Use the Time Management Work Sheet to identify additional study time opportunities

Test Anxiety
Tuesday, November 15, 2016
11:15 a.m. to 12:35 p.m.
HSS 253

For more information, please contact the Center for Wellness & Wellbeing at SMC LA-110, (310) 434-4503
Example 4 - James

James competes for Santa Monica Track and Field. He spends half of his time sprinting, and throws the other half. Having grown up in Fresno he does not have any friends from high school on the team. The rest of the team is mostly local and were friends prior to their first semester.

While he recognizes Track is both individual and team, he feels that he does not fit into the throwers group or in the sprinters group.

James recognizes that lately he has not been happy. He has started having feelings of loneliness and is beginning to get home sick. He wants to involve himself in team activities and bond with his teammates, but is uncomfortable initiating the conversation.
Emotion-Focused then Problem-Focused Coping

James has a tough situation having limited social systems available to him. James first has to deal with his emotional state. He can get help doing this at SMC by visiting the Wellness & Wellbeing center and speaking with a therapist there.

James can also attend workshops to help him with things like being in, and enjoying the moment. The workshop about understanding happiness would also be valuable in his James’ growth.

YOU ARE INVITED TO AN UPCOMING WORKSHOP:

Mindfulness:
Giving Yourself the Gift of the Present

Your body is present. Is your mind?

Past Present Future

Tuesday, October 18, 2016
11:15am – 12:35pm
HSS 253

For more information, please contact the Center for Wellness & Wellbeing at SMC LA-110, (310) 434-4503
Cohesion and Leadership

There are many factors that go into building team and group cohesion (Carron, 1982). The athletic department as a whole, or each individual team should come up with programs to build a sense of togetherness.

Already in the works is a new leadership course. To support this, a program such as a Captains Council can be created where Freshman and Sophomores who exhibit above average leadership learn and create programs to improve team dynamics. Weekly meetings can be implemented where the captains can propose ideas that teams can implement such as how to better integrate new athletes.

One example of a program that exists is the At-Risk student Training Course available through The Center for Wellness and Wellbeing. This is a training seminar designed to help students identify their at-risk peers, and help guide them to the appropriate resources.

An example that still could be created is a buddy program. In this Freshman are assigned Sophomore buddies. These Sophomores can be selected by coaches or previous years leadership members. They would be asked to be available to their buddies to answer questions about the school, the programs, and to meet once to twice a month to sit and have lunch with their Freshman.

The principles of transformational leadership suggest that by giving guidance, and allowing the athletes ownership of team cohesion they have a great capacity to transform from follower to leader (Kendrick, 2011).

“Leaders create leaders” (Kerr, 2013)
Conclusion
Conclusion and Future Directions

This handbook explains the strategies and resources available to manage some of the multitude of stresses student-athletes face. The handbook illustrates how to use the strategies and resources, and provides reasons to use those strategies and/or resources.

The handbook also outlines an opportunity to better develop leaders within the Athletics Department and each individual program. By improving leadership and showing our young athletes how to identify at-risk students, the students can support one another to combat the stresses the athlete and his/her peers face.

While the four examples given represent a large portion of the stresses student-athletes face, there are more examples like: the pressure from peers to use illicit substances like alcohol and drugs, the pressure to perform at a high level which leads to the use of performance enhancing substances, and extreme examples of life tragedy like abuse or death of a loved one.

Though this handbook does not provide examples of coping for these extreme events, the appropriate resources to reach out to are listed and available in the appendices of this handbook. Coaches and athletes can extend the application of the handbook to better smooth the transition time.

Future versions of this handbook should include additional examples of stressors and their coping strategies not incorporated into this manual. Another opportunity is to continue to build within the athletics department a system that the athletes can own as they develop their identity and role in the transition of new teammates.

The belief is that used effectively this handbook will put college student-athletes into positions where they can succeed. While geared towards athletes, anyone can benefit from finding balance.
Resources
# Example Work Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Week <strong>/</strong> - _<strong>/</strong></th>
<th>Notes</th>
<th>Distractions</th>
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<td>Athletic Goals</td>
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<td>Work Goals</td>
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<td>Personal Goals</td>
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<td>What Do I Need More Of</td>
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<td>What Can I Lessen</td>
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</tbody>
</table>

**Additional Notes**
Complete Resource List

Athletic Director
Reggie Ellis
310-434-3780
Ellis_Reggie@smc.edu

Asst. Athletic Director
Jackie Johnson
310-434-4862
Johnson_Jackie@smc.edu

Athletics Counseling
PE 215
Dr. Cedric Hackett
310-434-8017
hackett_cedric@smc.edu
Annaliza Olivares
310-434-8645
olivares_annaliza@smc.edu

Athletic Trainers
Diane Watanabe
310-434-4314
watanabe_diane@smc.edu

Financial Aid
Student Services Complex, 104
310-434-4343
www.smc.edu/financialaid

Health Sciences Counseling
3171 S. Bundy Ave.
310-434-3456
www.smc.edu/nursing

Health Services Center
Cayton Center Complex
(Behind Cafeteria)
310-434-4262
www.smc.edu/healthcenter

International Education Counseling Center
(For international students)
1734 Pearl St.
310-434-4218
www.smc.edu/international

Ombudsperson (teacher conflict/grade protest)
Letters & Science Building, Room 124
310-434-3986
www.smc.edu/StudentServices/Ombuds person/Pages/Role-of-the-Ombudsperson.aspx

Scholars Program
http://www.smc.edu/StudentServices/Scholars/Pages/default.aspx

Career Services Center
Counseling Village
310-434-4337
www.smc.edu/careercenter

STEM (Science, Tech, Engineering, Math)
Life Science 122
310-434-4993
www.smc.edu/stem

Center for Students with Disabilities
Student Services Complex, 101
310-434-4265
www.smc.edu/disabledstudent

The Center for Wellness & Wellbeing
Liberal Arts Building, 110
310-434-4503
www.smc.edu/ps

EOPS/CARE
Student Services Complex, 101
310-434-4268
www.smc.edu/eops

Transfer/Counseling Center
Counseling Complex
(Use Athletic Counselors First)
310-434-4210
www.smc.edu/counseling
www.smc.edu/transfer

Veterans Resource Center
Liveral Arts, 135
310-434-8205
www.smc.edu/vet

Welcome Center
Cayton Center, 110
310-434-8101
www.smc.edu/welcomecenter

On Campus Student Employment
www.smc.edu/studentemployment
## Tutoring Information

[www.smc.edu/academicprograms/tutoring](http://www.smc.edu/academicprograms/tutoring)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Location</th>
<th>Contact</th>
<th>Phone</th>
<th>Time</th>
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<tr>
<td>Business</td>
<td>Bus 150</td>
<td>Aline Baumgartner</td>
<td>310-434-4322</td>
<td>Varies</td>
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<td>Janet Haclerode</td>
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<td>Math</td>
<td>Math 84</td>
<td>Judith Mosher</td>
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<td>M-Th 8Am-10Pm F 8Am-4Pm</td>
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<td>Judith Mosher</td>
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<td>Modern Language</td>
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<td>Joshua Everett</td>
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<td>Joyce Cheney</td>
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<td>Paulo Taboada</td>
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<tr>
<td>Learning Disabilities Program</td>
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<td>310-434-4684</td>
<td>M-Th 8Am-7Pm</td>
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</tbody>
</table>
Job Assistance

Job Search Assistance:
Resume writing, interviewing, and job search assistance.

Off campus employment
Hundreds of job listings are available electronically.
www.smc.edu/jobs4u
Click on “student” and register.

On-Campus Employment
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Job Fairs
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Career Service Center
Counseling Village
(310) 434-4337
Hours: Monday – Thursday 8am – 4:45pm Friday 8am – 2pm
www.smc.edu/careercenter
## Fall 2016 Workshops

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td><strong>Stress Management</strong></td>
<td>Tuesday, Sept 13, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
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<tr>
<td><strong>Talk Saves Lives: An Introduction to Suicide Prevention</strong></td>
<td>Tuesday, Sept 20, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
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<td><strong>Myths and Facts about Addiction</strong></td>
<td>Thursday, Sept 22, 2016</td>
<td>11:15am-12:35pm</td>
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<td><strong>Is This Love? Building Healthier Relationships</strong></td>
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<td><strong>Understanding Happiness</strong></td>
<td>Tuesday, Oct 4, 2016</td>
<td>11:15am-12:35pm</td>
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<tr>
<td><strong>Test Anxiety</strong></td>
<td>Tuesday, Oct 11, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
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<tr>
<td><strong>Mindfulness: Giving Yourself the Gift of the Present</strong></td>
<td>Tuesday, Oct 18, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
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<td><strong>Myths and Facts about Marijuana</strong></td>
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<tr>
<td><strong>Don’t Believe Everything You Think: How to Change Your Negative Thoughts</strong></td>
<td>Tuesday, Oct 25, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>Is This Love? Building Healthier Relationships</strong></td>
<td>Tuesday, Nov 1, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>Introduction to Meditation</strong></td>
<td>Thursday, Nov 3, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>What to Do When a Friend Is Suicidal</strong></td>
<td>Tuesday, Nov 8, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>Talk Saves Lives: Preventing Suicide in the LGBT Community</strong></td>
<td>Thursday, Nov 10, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>Test Anxiety</strong></td>
<td>Tuesday, Nov 15, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>Stress Management</strong></td>
<td>Tuesday, Nov 22, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>Navigating Alcohol and Drugs in College</strong></td>
<td>Thursday, Dec 1, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
<tr>
<td><strong>Mindfulness: Giving Yourself the Gift of the Present</strong></td>
<td>Tuesday, Dec 6, 2016</td>
<td>11:15am-12:35pm</td>
<td>HSS 253</td>
</tr>
</tbody>
</table>
SMART
Santa Monica Athletic Resources for Transfer Card

For Division I Bound Student-Athletes

Effective August 1, 2012

Santa Monica College
Athletic Advising Department
1900 Pico Boulevard
Santa Monica, CA 90405

Phone: 310-434-8017
Fax: 310-434-3652

Created by Dr. Cedrick Hackett for SMC Student-Athletes in 2012
Eligibility Requirements for Transfer

Residence Requirement

For any kind of transfer (two-year, four-year, foreign, domestic), the general rule applies:

- A student-athlete must spend one academic year in residence at the certifying institution before being eligible to compete for the second institution.
- In Division I, for a semester or quarter to count, student-athletes must be enrolled before the 12th class day.

Determinaton of Year in Residence

- Complete minimum full-time program of studies for two full semesters or three full quarters; or
- Enroll in minimum of full-time program of studies for two semesters or three quarters and pass enough hours to equal the sum of the minimum load for the required terms.

Qualifier vs Non-Qualifier

A “Qualifier” is a student-athlete that met the minimum academic standards in high school. The core courses taken in high school, the grades, and the number of credits earned, and scores on the standardized tests all combine to help determine whether a student-athlete is a “qualifier”.

It is important to figure out if you’re a qualifier, partial qualifier or non-qualifier because your clearinghouse status determines which transfer rules apply to you and how many seasons you may have remaining to play at your new transfer school.

Contact the NCAA Eligibility Center to determine your clearinghouse status at www.eligibilitycenter.org or call (877) 262-1492.

NCAA Initial-Eligibility Center

The NCAA Initial-Eligibility Center is responsible for evaluating academic records of high school athletes who want to play at Division I or II schools as freshmen.

Division II athletes do not need to go through the clearinghouse.

Note that if you never registered with the clearinghouse, you will be classified as a non-qualifier. Schools cannot assume that you would have been either a qualifier or a partial qualifier unless they have a final certification report from the clearinghouse.

Amateurism Eligibility Requirements

If you plan to participate in intercollegiate athletics at an NCAA Division I or II institution in fall 2007 or thereafter, YOU MUST have both your academic and Amateurism status certified by the clearinghouse before representing the institution in competition. For amateurism status, the following pre-collegiate enrollment activities will be reviewed.

*Contracts with a professional team  *Salary for participating in athletics  *Prize money
*Play with professionals   *Tryouts, practice or competition with a professional team
*Benefits from an agent or prospective agent   *Agreement to be represented by an agent
*Delayed initial full-time collegiate enrollment to play in organized sports competition.

Note: All community college student athletes must go through clearinghouse to fill out Amateurism Certification questionnaire.

*Remember, your eligibility clock starts once you are enrolled in 12 units. You have 5 years to play 4 seasons at the Division I level.*
Checklist for 2-4 Transfer Student-Athletes (Div. I)

If you are now in a two-year school and want to transfer to a four-year school, we refer to you as a 2-4 transfer.

QUALIFIER
- Complete at least 1 semester as a fulltime student (Summer school does not count)
- Earn an average of 12 transferable units per term
- Have a cumulative grade point average of 2.500 (transferable units only)

Note: In all sports, no more than two credit hours of Physical education activity courses may be used to fulfill the transferrable degree credit and grade point average requirements, unless the student athlete is enrolling in a physical education degree program or a degree program in education that requires physical education activity courses.

NON-QUALIFIER
- Complete at least 3 semesters as a fulltime student (Summer school does not count)
- Earn an Associate of Arts degree (25% percent of units must be at SMC)
- Earn 48-semester or 72-quarter transferable units
- Have a cumulative grade point average of 2.500 (transferable units only) MUST include six-semester units of English, three semester units of math, and three semester units of natural/ physical science

Checklist for 4-2-4 Transfer Student-Athletes (Div. I)

If you started at a four-year school, then transferred to a two-year school and now want to transfer to a four-year school, we refer to you as a 4-2-4 transfer.

QUALIFIER
- Complete an average of 12-semester or 12-quarter units of transferable-degree credit for each term of full time attendance
- Graduate with an Associate of Arts degree from the two-year school
- Have a cumulative grade point average of 2.500 (transferable units only)
- One calendar must lapse from the time you left the previous four-year institution

NON-QUALIFIER
- Complete an average of 12-semester or 12-quarter units (MUST include six-semester units of English, three semester units of math, and three semester units of natural/ physical science)
- Graduate with an Associate of Arts degree from the two-year school
- Have a cumulative grade point average of 2.500 (transferable units only)
- One calendar must lapse from the time you left the previous four-year institution

Created by Dr. Cedrick Hackett for SMC Student-Athletes in 2012
Checklist for Student-Athletes

- Apply for a Board of Governor’s Grant (BOGG), if applicable
- Apply for SMC Scholarships thru:
  http://www.smc.edu/scholarships/default.htm
- Register with NCAA Eligibility Center for Academic and Amateurism eligibility, if interested in participating at the Div. I or II level
  www.eligibilitycenter.org
- Develop a Student Educational Plan with Athletic Counselor
- Request a Degree Audit (if applicable) for AA and/or transfer requirements
- Check your enrollment date and register for classes during your Priority Appointment period http://www.smc.edu/admissions.html
- Seek Tutoring services
- Join the Scholar’s program if applicable
  http://www.smc.edu/scholars/
- Other

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SMART
Santa Monica Athletic Resources for Transfer Card

For Division II Bound Student-Athletes

Santa Monica College
Athletic Advising Department
1900 Pico Boulevard
Santa Monica, CA 90405

Phone: 310-434-8017
Fax: 310-434-3652

Created by Dr. Cedrick Hackett for SMC Student-Athletes in 2012
Eligibility Requirements for Transfer

Residence Requirement

For any kind of transfer (two-year, four-year, foreign, domestic), the general rule applies:

- A student-athlete must spend one academic year in residence at the certifying institution before being eligible to compete for the second institution.
- In Division II, for a semester or quarter to count, student-athletes must be enrolled before the 12th class day.

Determination of Year in Residence

- Complete minimum full-time program of studies for two full semesters or three full quarters or
- Enroll in minimum of full-time program of studies for two semesters or three quarters and pass enough hours to equal the sum of the minimum load for the required terms.

Qualifier vs Non-Qualifier

A “Qualifier” is a student-athlete that met the minimum academic standards in high school. The core courses taken in high school, the grades, and the number of credits earned, and scores on the standardized tests all combine to help determine whether a student-athlete is a “qualifier”.

It is important to figure out if you’re a qualifier, partial qualifier or non-qualifier because your clearinghouse status determines which transfer rules apply to you and how many seasons you may have remaining to play at your new transfer school.

Contact the NCAA Initial-Eligibility Clearinghouse to determine your clearinghouse status at www.ncaadeclearinghouse.com or call (877) 262-1492.

NCAA Initial-Eligibility Clearinghouse

The NCAA Initial-Eligibility Clearinghouse is responsible for evaluating academic records of high school athletes who want to play at Division I or II schools as freshmen.

Note that if you never registered with the clearinghouse, you will be classified as a non-qualifier. Schools cannot assume that you would have been either a qualifier or a partial qualifier unless they have a final certification report from the clearinghouse.

Amateurism Eligibility Requirements

If you plan to participate in intercollegiate athletics at an NCAA Division I or II institution in fall 2007 or thereafter, YOU MUST have both your academic and Amateurism status certified by the clearinghouse before representing the institution in competition. For amateurism status, the following pre-collegiate enrollment activities will be reviewed.

*Contacts with a professional team  *Salary for participating in athletics  *Prize money
*Play with professionals  *Tryouts, practice or competition with a professional team
*Benefits from an agent or prospective agent  *Agreement to be represented by an agent
*Delayed initial full-time collegiate enrollment to play in organized sports competition.

Note: All community college student athletes must go through clearinghouse to fill out Amateurism Certification questionnaire.

*Remember, your eligibility clock starts once you are enrolled in 12 units. You have 5 years to play 4 seasons at the Division I level. However, for Division II bound student athletes, you will not be penalized if you attend part-time*
Checklist for 2-4 Transfer Student-Athletes (Div. II)

If you are now in a two-year school and want to transfer to a four-year school, we refer to you as a 2-4 transfer.

QUALIFIER

- Complete at least 1 full-time semester
- Not previously attended a four-year school
- Earn an average of 12 transferable units per term
- Have a cumulative grade point average of 2.0 (transferable units only)

Note: In order to transfer to a Division II school from a two-year college and be eligible to compete immediately, the student athlete must have spent at least two full-time semesters at the two-year college.

NON-QUALIFIER

- Complete at least 2 full semesters (summer school does not count)
- Earn an Associate of Arts degree
  OR
- Earn 48-semester or 72-quarter transferable units
- Have a cumulative grade point average of 2.0 (transferable units only)
- Completed 6 academic units in last full-time semester

Note: If transfer requirements are not met, student is not eligible for practice, competition or to receive athletic aid for one full academic year.

*See Athletic Counselor for additional progress-towards degree rule from the NCAA

Checklist for 4-2-4 Transfer Student-Athletes (Div. II)

If you started at a four-year school, then transferred to a two-year school and now want to transfer to a four-year school, we refer to you as a 4-2-4 transfer. If you are a qualifier or partial qualifier, you must:

- Complete 24-semester units of transferable-degree credit following transfer from the four-year college most recently attended... AND
- Graduate with an Associate of Arts degree from the two-year school. (You must earn 25% of the credit hours at the two-year school that awards your degree)
  OR
- Complete an average of 12 semester units for each full-time term. These units must be transferable toward your degree at the four-year school.
- Have a cumulative grade point average of 2.0 (transferable units only)

*See Athletic Counselor for additional progress-towards degree rule from the NCAA

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Checklist for Student-Athletes

☐ Apply for a Board of Governor’s Grant (BOGG), if applicable

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☐ Register with NCAA Eligibility Center for Academic and Amateurism eligibility, if interested in participating at the Div. I or II level
  www.eligibilitycenter.org

☐ Develop a Student Educational Plan with Athletic Counselor

☐ Request a Degree Audit (if applicable) for AA and/or transfer requirements

☐ Check your enrollment date and register for classes during your Priority Appointment period http://www.smc.edu/admissions.html


☐ Seek Tutoring services

☐ Join the Scholar’s program if applicable
  http://www.smc.edu/scholars/

☐ Other__________________________________________

☐ Other__________________________________________
SMART
SANTA MONICA ATHLETIC RESOURCES FOR TRANSFER CARD

For Division III Bound Student-Athletes

SANTA MONICA COLLEGE
ATHLETIC ADVISING DEPARTMENT
1900 PICO BOULEVARD
SANTA MONICA, CA 90405

Phone: 310-434-8017
Fax: 310-434-3652

Created by Dr. Cedrick Hackett for SMC Student-Athletes in 2012
Eligibility Requirements for Transfer

Residence Requirement
For any kind of transfer (two-year, four-year, foreign, domestic), the general rule applies:

- A student-athlete must spend one academic year in residence at the certifying institution before being eligible to compete for the second institution.
- In Division II, for a semester or quarter to count, student-athletes must be enrolled before the 12th class day

Determination of Year in Residence

- Complete minimum full-time program of studies for two full semesters or three full quarters; or
- Enroll in minimum of full-time program of studies for two semesters or three quarters and pass enough hours to equal the sum of the minimum load for the required terms.

NOTE: This doesn’t apply to student-athletes wishing to transfer to a Division III school. The following information is for your reference.

Qualifier vs Non-Qualifier

A “Qualifier” is a student-athlete that met the minimum academic standards in high school. The core courses taken in high school, the grades, and the number of credits earned, and scores on the standardized tests all combine to help determine whether a student-athlete is a “Qualifier”.

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*Benefits from an agent or prospective agent
*Agreement to be represented by an agent
*Delayed initial full-time collegiate enrollment to play in organized sports competition

Note: All community college student athletes must go through clearinghouse to fill out Amateurism Certification questionnaire.

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**Checklist for 2-4 Transfer Student-Athletes (Div. III)**

If you are now in a two-year school and want to transfer to a four-year school, we refer to you as a *2-4 transfer*.

At any college, if you practiced or played in intercollegiate sports:
- In order to practice, play and receive financial aid, you must have been considered academically and athletically eligible if you had stayed at your two-year school.

At any college, if you did not practice or play in intercollegiate sports:
- You can practice
- You can receive financial Aid
- You can play right away after you transfer

*See Athletic Counselor for additional progress-towards-degree rule from the NCAA*

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**Checklist for 4-2-4 Transfer Student-Athletes (Div. III)**

If you started at a four-year school, then transferred to a two-year school and now want to transfer to a four-year school, we refer to you as a *4-2-4 transfer*.

**If you:**
- Were both academically and athletically eligible at the first four-year school
- OR
- Successfully completed 24-semester units of transferable-degree credit following transfer from the four-year college most recently attended... AND spent at least two semesters at the two-year-school
  - You can practice
  - You can receive financial Aid
  - You can play right away after you transfer

**If not:**
- You can practice
- You can receive financial Aid
- You cannot play until you complete one full academic year of residence

*See Athletic Counselor for additional progress-towards-degree rule from the NCAA*

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Checklist for Student-Athletes

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☐ Other __________________________________________

☐ Other __________________________________________

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