



PROMOTING MENTAL HEALTH

THROUGH **COACHING** PRACTICE





CCMHS
CANADIAN CENTRE FOR
MENTAL HEALTH AND SPORT

CONTENT NOTICE

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VISION

Mental Health Hub

Reform perceptions of mental health & mental illness & serve as the mental health hub for the sport community

MISSION

Care & Resources

Provide timely and effective mental health care and resources to athletes, coaches, and support staff

WHO WE ARE

YOUR MENTAL HEALTH RESOURCE

Welcome. We're so glad you're here!

Thank you for making the decision to learn more about mental health! Protecting and promoting the mental health of Canada's athletes, coaches, and support staff is a shared responsibility. Your commitment to learning more is contributing to a safer, more sustainable high-performance sport community

Promoting Mental Health through Coaching Practice was developed as an educational resource for coaches in alignment with the Mental Health Strategy for High-Performance Sport in Canada (2021).

This workshop provides foundational information on how to adapt coaching behaviours to support athlete and coach mental health and wellness. This series of workshops are meant to highlight how sport can impact mental health and experiences of mental illness, and the roles of coaches, athletes, and IST members in maintaining and supporting mental health.

WHO WE SERVE



This workbook complements the topics explored in the workshop, provides a space for you to take notes, and is a resource you can refer back to after the session is over. The workbook is meant to engage some basic learning and personal reflection related to mental health awareness and maintenance, and to assist you in directing those in need of support to appropriate resources.

The Mental Health 101 series was developed by experts at the Canadian Centre for Mental Health and Sport (CCMHS).

OUR TEAM



TO QUICKLY ACCESS MENTAL HEALTH CARE

REFER YOURSELF

www.ccmhs-ccsms.ca/self-referral-form

REFER SOMEONE ELSE

www.ccmhs-ccsms.ca/ally-referral-form

CONTACT US



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WEBSITE

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PROMOTING MENTAL HEALTH THROUGH COACHING PRACTICE



COACHING THROUGH A MENTAL HEALTH LENS

Learn about mental health & engage in reflection on your current coaching practices

PART 1

COACHING PRACTICES

Explore your coaching philosophy and values + determine how you can impact team culture

PART 2

PROGRAM PLANNING

Audit your YTP & + learn about mental health planning

PART 3

COACH WELLNESS

Evaluate, monitor, and plan for personal wellness

PART 4

RESOURCES

Navigate and leverage available resources



➔ MENTAL HEALTH

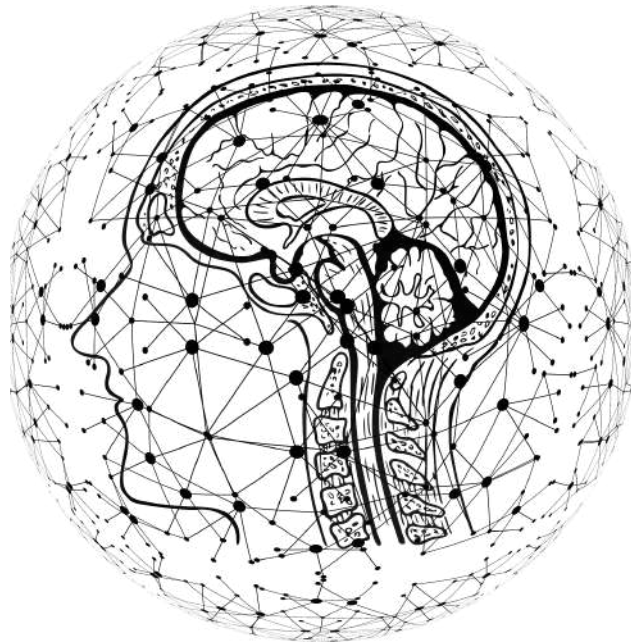


World Health Organization, 2014

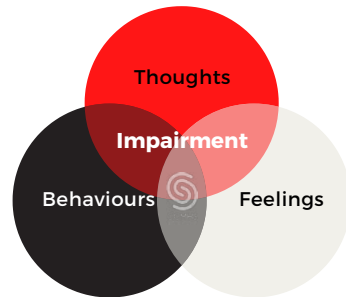
A helpful way to think about mental health is that everyone has it.

Mental health is your overall level of well-being and functioning, and this level goes up and down for everybody.

When you're mentally healthy, you're likely able to handle the daily stressors of life (e.g., planning meals, functioning at work, attending and planning practices, caring for your family). On the other hand, when you're mentally unhealthy, you become unable or struggle to cope. Importantly, with healthy coping strategies and the right support, it is possible to maintain high levels of mental health, even when diagnosed with a mental illness.



➔ MENTAL ILLNESS

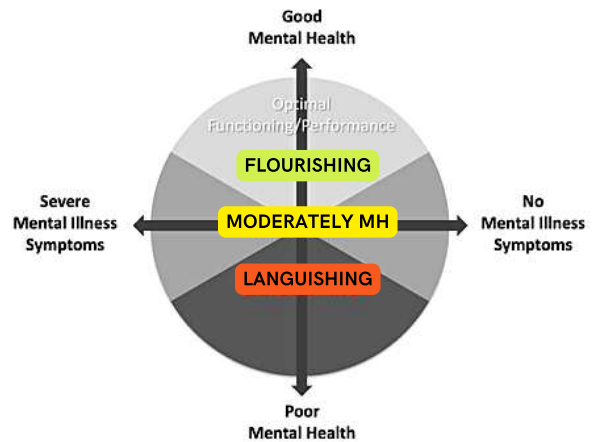


Mental illness is characterized by changes in an individual's thoughts, feelings, and behaviors (2 weeks or longer).

This involves significant distress and impaired functioning in personal and professional activities.

Whether or not you experience mental illness depends on a number of biological (e.g., genetics), psychological (e.g., personality), and social (e.g., presence/absence of healthy relationships) factors. Unlike mental health, not everyone experiences symptoms of mental illness, but 1 in 4 Canadians do in their lifetime.

THE MENTAL TRIAD

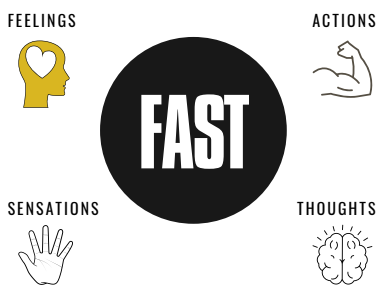


Mental health and mental illness do not represent opposite ends of a spectrum - you're not either mentally healthy or mentally ill. Rather, they are related but distinct concepts (see Figure below).

This means that you can experience symptoms of mental illness, but also maintain good mental health. Likewise, you may not be experiencing symptoms of mental illness, but can have poor mental health.

It is very important for athletes, coaches, and support staff to understand that you can have mental illness and still perform well. To do so, you need to manage mental illness properly, with care and support from others, just like you would a physical illness or injury. This also means using mental performance skills to maintain positive mental health + to reduce the incidence of mental illness.

➔ MENTAL PERFORMANCE



Ability to use self-regulation competencies to manage thoughts, emotions, and behaviours to reach goals and adapt to changing environment.

This involves our FAST (Feelings, Actions, Sensations, Thoughts).

Integrating mental performance skills can be beneficial for both our performance and overall wellness. Mental performance skills such as self-regulation, relaxation, goal-setting, arousal, mindfulness, recovery, imagery, and resilience can assist in maintaining mental health + preventing and treating mental illness.

COACHING THROUGH A MENTAL HEALTH LENS

WHAT DOES IT MEAN TO COACH THROUGH A MENTAL HEALTH LENS?

Auditing and adapting coaching philosophy, values, and behaviours to create a psychologically safe and healthy culture of excellence.

Five key areas should be assessed when promoting mental health through coaching practice: coaching philosophy & values, creating team culture, program planning, responding to athlete needs, and coach wellness



COACHING PHILOSOPHY
& VALUES



CREATING TEAM
CULTURE



PROGRAM
PLANNING



RESPONDING TO
ATHLETE NEEDS



COACH
WELLNESS

THE PERSON AND THE PERFORMER

When a psychologically safe sporting environment is present, athletes are more likely to take risks, express their emotions, engage in help-seeking behaviours, have high levels of commitment, and experience increased motivation.

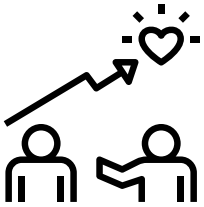
Coaches have the capacity to influence athlete stress levels, anxiety, and overall mental health. It is important to consider both the PERSON and the PERFORMER.

CREATING PSYCHOLOGICAL SAFETY



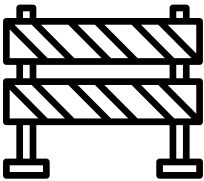
Promoting Mental Health

Reflect on mental health and coaching.
Note any resistance as you complete this reflection.



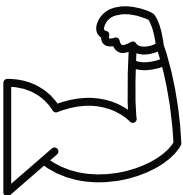
MENTAL HEALTH AND COACHING

What does promoting mental health through coaching practice mean to me?



BARRIERS

What barriers exist when it comes to supporting mental health in my coaching practice?



STRENGTHS AND RESOURCES

What strengths and resources do I currently have that can help me create a psychologically safe sporting environment?



Promoting Mental Health

Reflect on the 5 dimensions below.

Note any resistance as you complete this reflection.

Values & Philosophy

Have I considered implementing mental health values into my coaching practice?

Culture

Does my current team culture reflect values related to mental health?

Planning

Have I integrated mental health into my program plan?

Athlete Needs

How comfortable am I responding to athletes' mental health needs?

Wellness

How much importance do I place on my own wellness and self-care?

Use the space below to reflect on any of the following questions:



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PART I: COACHING PRACTICES **PHILOSOPHY & CULTURE**

Coaching Values & Philosophy

Coaching through a mental health lens involves adjusting coaching values, behaviours, and practices to create a psychologically safe sporting environment.



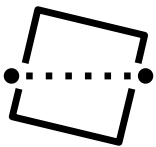
MY CURRENT VALUES & PHILOSOPHY

How would I describe my coaching philosophy? What do I value?



ASSESSING RESISTANCE

What do I believe is in my scope of practice? How do I feel about considering mental health in my coaching role? Has this shifted as a result of the pandemic?



SHIFTING PERSPECTIVE

How open am I to integrating mental health values into my coaching philosophy and approach? Make note of any resistance or perceived barriers.

TRANSFORMATIONAL COACHING



When contemplating ways to integrate mental health values into your coaching style, consider adopting the 11 components of Transformational Coaching.

This style of leadership allows for the growth and expansion of a psychologically safe sporting environment. These components have been modified to be mental health specific.

- Discussing and modelling mental health values or behaviours
- Engaging in self-care
- Showing vulnerability & humility related to mental health

IDEALIZED INFLUENCE

- Clearly outlining goals and expectations
- Expressing confidence in athletes/ abilities
- Implementing collective mental health vision
- Providing meaningful and challenging tasks and roles

INSPIRATIONAL MOTIVATION

- Eliciting athlete input related to policies/procedures (including mental health)
- Sharing leadership responsibilities (including peer support)
- Emphasizing learning process

INTELLECTUAL STIMULATION

- Showing interest in athletes' feelings and perspectives
- Recognizing athlete accomplishments and contributions
- Engaging in individualized mental health planning
- Supporting help-seeking

INDIVIDUALIZED CONSIDERATION

Transformational Coaching

Reflect on the four areas of transformational coaching.
Note any resistance as you complete this reflection.



IDEALIZED INFLUENCE

How comfortable am I modelling vulnerability related to mental health?



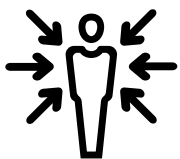
INSPIRATIONAL MOTIVATION

What quality of feedback do I give? Is it helpful or harmful to their mental health?



INTELLECTUAL STIMULATION

How can I best receive athlete input and feedback related to mental health policies and procedures?



INDIVIDUALIZED CONSIDERATION

How do I show interest in my athletes' feelings and perspectives? What could I do differently?

Provide Choice

Include athletes in decision-making related to training or competition

Provide Rationale

Explain the reasons behind key coaching decisions

Solution-Focused Feedback

Provide meaningful feedback that builds on strengths and solutions

Focus on behaviour-not character

Avoid criticisms and controlling statements

AUTONOMY-SUPPORTIVE COACHING

Implement an autonomy supportive coaching style to improve athlete resilience and well-being.

This type of coaching style satisfies three essential psychological needs for athletes: autonomy, competence, and relatedness.

When these needs are fulfilled, athletes will experience an increase in motivation and commitment. Additionally, this type of coaching style is associated with lower rates of burnout and drop out.

Acknowledge Athletes' Feelings & Perspectives

Adopt a person first approach;
Create space to listen to athletes' concerns

Promote Responsibility & Leadership

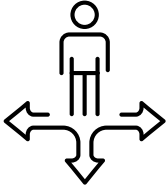
Allow athletes to show initiative and responsibility

Avoid Social Comparison

Encourage athletes to focus on their own performance; avoiding rivalries or social comparison

Autonomy-Supportive Coaching

Reflect on autonomy-supportive coaching practices.
Note any resistance as you complete this reflection.



DECISION-MAKING

How do I include athletes in the decision-making process related to training and competitions? What could I be doing differently?



RESPONSIBILITY & LEADERSHIP

How do I allow athletes to show initiative and responsibility? What could I be doing differently?



RATIONALE

Do I perceive value in sharing my rationale behind coaching decisions? What areas could I be more transparent?



SAFE SPACE

Do I allow space for my athletes to share their feelings and provide feedback? What type of system could I put in place to facilitate greater openness?



CREATING A HEALTHY CULTURE OF EXCELLENCE



PERSON & PERFORMER

CORE TEAM VALUE

MAKE MH A PRIORITY

Prioritize talking about mental health and the maintenance of well-being to encourage athlete participation and adherence.

Communicate to athletes that you are receptive to feedback in how to improve the team's culture surrounding athlete mental health.

DIFFERENCE MAKER

MH IS ESSENTIAL TO PERFORMANCE

Share with athletes that addressing mental health concerns and maintaining well-being may improve athletic performance.

Role model self-care and the maintenance of well-being to exemplify the importance of mental health and performance.

HEALTHY CULTURE OF EXCELLENCE

SUPPORT PROCESS OVER PERFORMANCE

Coaches should communicate that sport-specific decision-making (eg, roster selections, playing time and so on) will not be dictated by an athlete's mental health concerns and/or care-seeking behaviour.



COACH IMPACT

Coaches have immense power in shaping cultural climates and setting precedents for what is considered "normal" and acceptable. This can impact an athlete's perceptions of mental health, mental illness, stigma, and willingness to seek support. Coaches may reduce athlete stress and anxiety, and enhance coping abilities, by establishing a team climate that prioritizes mental health.

YOUR ROLE

You can contribute to reducing stigma and increasing help-seeking through your "vision"- designing and creating a psychologically safe and healthy cultural climate of excellence, through the enactment of behaviours and strategic planning, that prioritizes MH, combats stigma, promotes and supports HS, and encourages dialogue and disclosure.



COMBATING STIGMA THROUGH COACHING

Stigma has traditionally been embedded within the sporting environment. Prioritizing mental toughness and resilience, although important, may dissuade athletes from engaging in help-seeking behaviours.

Stigmatizing attitudes and beliefs towards mental health may be perpetuated through our coaching practices, language, and approach.

We have included some tips for destigmatizing mental health within your coaching practice.

01 AVOID STIGMATIZING LANGUAGE

Refrain from using language that positions mental health and/or mental illness in a negative light.

Examples:

"That's crazy"

"They're insane"

"Just get over it"

"They're weak"

"Physical health is more important"

02 ESTABLISH A COMMON LANGUAGE AROUND WELL-BEING

Create a common language around mental health and well-being in the team and training environment.

- Normalize checking-in
- Ask specific questions when athletes respond "I'm fine"
- Use code words to allow athletes to communicate levels of mental health

03 PROVIDE EDUCATIONAL OPPORTUNITIES

Organize educational opportunities for athletes and coaching staff to expand their knowledge related to mental health.

05 REMOVE BARRIERS TO HELP SEEKING

Time constraints are a common barrier that limits athletes' abilities or willingness to seek help

Communicate willingness to adjust training and competition schedule in the event that the athlete receives mental health/illness treatment.

Avoid penalizing the athlete for seeking mental health support. Clearly communicate that playing time, roster selection, and other training and competition factors will not be influenced by the athletes' decision to seek support.

Create an easily accessible mental health treatment system that the athlete can use. This may include hiring internal mental health support or referring out.

04 ENCOURAGE & POSITIVELY REINFORCE HELP-SEEKING

If athletes choose to engage in help-seeking behaviour- positively reinforce their participation in mental health and mental illness treatment. Let them know how you can best support them. Clearly communicate boundaries and scope of practice.

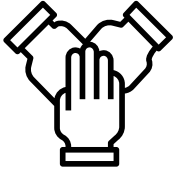
Remember: Actively promote athlete help-seeking behaviours in team values/ code of conduct.

Tip: Engage them in creating a team response protocol that includes help-seeking behaviour pathways.



MY VISION

Reflect on your vision for your team.
Note any resistance as you complete this reflection.



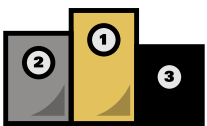
TEAM VALUES

What values are currently embedded in our team culture?



PRIORITIZING MENTAL HEALTH

How comfortable am I discussing mental health? Take note of any resistance or biases. What work do I need to do to become more comfortable?



EXCELLENCE

How can I present mental health as vital to performance? Write down a brief plan on how you can obtain buy-in.



MY WELLNESS

What practices or strategies do I currently use to maintain my own well-being?
What could I improve on?

OUR TEAM CULTURE

Reflect on your current and ideal team culture
Note any resistance as you complete this reflection.



HELP-SEEKING

What biases do I have towards mental health and help-seeking? Where do these beliefs originate from?



LANGUAGE

What language do I need to remove from my repertoire? What can I replace it with?



CHALLENGING THE "I'M FINE" CULTURE

What questions could I ask to further explore my athletes' feelings when they say "I'm fine"?



CODE WORDS

Create a list of code words that could be used in communicating mental health status (ex: red, yellow, green).



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PART II: PROGRAM PLANNING **YTP & MH COLLABORATIVE PLAN**



PROGRAM PLANNING

yearly training plan

INTEGRATE MENTAL HEALTH INTO YTP

Specific periods and cycles of training may be more psychologically challenging for athletes.

Mental health literacy development should be prioritized during periods where there are fewer competitions and lower training demands. This allows athletes the space to evaluate their well-being, learn new coping skills, and engage in greater reflection.

The athlete will have the time and focus to more deeply explore their mental well-being and mental performances.

SCHEDULE PERIODIC MENTAL HEALTH CHECK-INS

Familiarize yourself with periods where athletes may require additional support. These may include peak times within the season, prior to major competitions, and immediately following championship games.

Prioritize checking in with the athlete during these periods of time. Importantly, be aware that you may need to dedicate greater attention to monitoring for signs and symptoms of mental distress during these phases.

Ensure that the athlete has access to mental health support if needed.



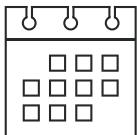
Peak Periods



Pre-Championship



Post-Competition



YEARLY TRAINING PLAN

What periods in my YTP could my athletes be most at risk for mental distress?



EDUCATION

Brainstorm ideas of educational opportunities you could provide and when:

PROGRAM PLANNING

collaborative mental health plan

✓ **PERSON CENTERED**

Coaching through a mental health lens requires acknowledging each athletes' and coaches' distinct needs. Generating athlete and coach mental health plans can assist in providing specialized response and care.

✓ **INDIVIDUALIZED**

It can be individualized to account for specific mental health needs. Everyone will exhibit signs and symptoms of mental distress differently. They will also engage in unique coping and self-care strategies.

✓ **ANNUAL + REVIEW**

A comprehensive mental health plan should be completed with staff and athletes annually. Remember to engage in frequent reviews and edits as necessary.

✓ **CRITICAL CONVERSATIONS**

With these plans you can also become better equipped to have individualized conversations around mental health, as each athlete or staff member may want to be approached differently.

mental health action plan-coach

Name

Date

When I am feeling well, I am:
Describe what you are like when you are feeling good - socially, psychologically, emotionally, physically.

What are my triggers?
Describe the events, people, areas, etc., that are likely to trigger unhelpful thoughts, feelings, behaviours.

mental health action plan-coach

At work, what are the signs that my mental health is being affected?

Describe the behaviours/actions, attitudes, emotions that your colleagues could observe as an indication that your mental health is diminishing.

What can you or a colleague do when you/they see the warning signs?

Describe the steps a colleague can take to address the warning signs and help you stay on track.

Position on disclosure of mental health challenges and/or mental illness to co-workers:

Describe how you feel about disclosing your mental health status to a colleague and the kind of support a colleague can provide.

mental health action plan-coach

What is the best way to approach me as a colleague and person?

What sort of motivational tactics do I respond to? What causes me to shut down? What kind of expectations do I have for myself?

The Plan - At Work:

Describe the steps, coping strategies, skills, tools, that I will utilize to maintain my mental health in a work setting.

The Plan - Outside of Work:

Describe the steps, coping strategies, skills, tools, that I will utilize to maintain my mental health in my daily life away from work.

mental health action plan-coach

Response to decline in mental health status:

It is important that you have a discussion with your family and colleagues to agree on a fair and healthy course of action in the event that mental health challenges or mental illness interrupts your ability to work.

Use the space provided to get started on that conversation:



crisis contacts

It is important to create a list of resources that you can turn to when faced with a crisis.

This should include a minimum of two people that you can contact and at least three crisis helplines that you could call.

Contact Person #1

Contact Person #2

List 3 Crisis Helplines:



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PART III: ATHLETE MENTAL HEALTH **RECOGNIZE, RESPOND, REFER**



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RECOGNIZE-SIGNS

HOW DO I KNOW IF AN ATHLETE NEEDS HELP?

As a coach who sees their athletes on a regular basis, you're in a good position to notice changes in athletes' baseline functioning. Remember, everyone's "normal" is different, so getting to know your athletes as individuals is essential to being able to support them. If you notice changes in your athletes' feelings, actions, sensations, or thoughts (FAST) that last for 2 weeks or more and are concerning you, it's time to have a conversation!

SIGNS TO WATCH FOR: Below are some warning signs of poor mental health and / or symptoms of mental illness in the sport setting that you can watch for in your athletes. When these symptoms are prolonged (i.e., occur for two weeks or more) and are significantly different than the athlete's baseline "normal" functioning, they indicate that the athlete may need support.

Feeling Sad or Down

- Communicating less frequently / effectively in training or competition
- Irritability with teammates, coaches, or support staff Changes in weight (gain or loss) or eating habits
- Aches and pains without a discernable cause Pessimism or difficulty mentally recovering following a mistake in training or competition
- Loss of fire, passion, or motivation for sport
- The athlete may not appear sad or down at all – many people hide this experience from those around them

Exhibiting Confused Thinking or a Reduced Ability to Concentrate

- Arriving late to training or missing training altogether
- Difficulty remembering plays, strategies, workouts (e.g., "freezing" in the middle of performing a skill, drill or play that is familiar)
- Increased incidence of injury

Experiencing Motor Control Concerns

- Moving around a lot more than usual during periods of stillness in training
- Having difficulty with fine and gross motor skills (e.g., difficulty hitting a target the athlete typically hits easily or consistently, having "butterfingers")

Experiencing Excessive Fears or Worries, or Extreme Feelings of Guilt

- Over the top enthusiasm, overtraining, boisterous behaviours, reports of not sleeping for days in a row
- Yawning, trouble concentrating in training, fatiguing faster than is typical for the athlete, reports of difficulties falling or staying asleep

RESPOND

CRITICAL CONVERSATIONS

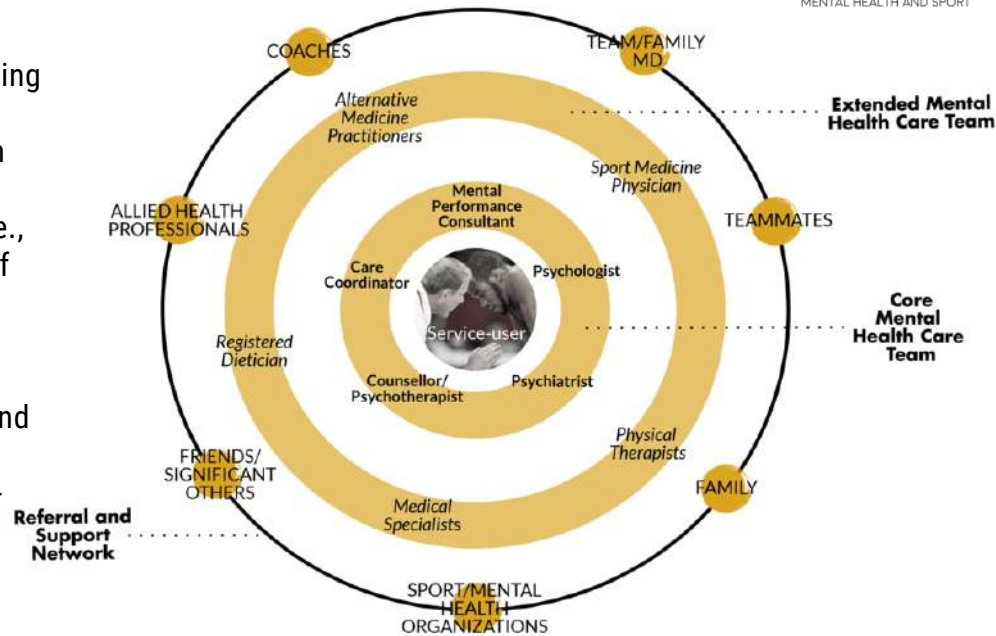


- 1 RULE OF TWO**
Choose a private space and respect the rule of 2
- 2 CONFIDENTIALITY**
Guarantee safety and confidentiality
- 3 PERSON FIRST**
Put the 'person' rather than performer first
- 4 ACTIVE LISTENING**
Listen with empathy and understanding
- 5 FAST**
Ask FAST (feelings, actions, sensations, thoughts)
- 6 NORMALIZE & VALIDATE**
Express concern for well-being
- 7 ASSESS SAFETY**
Ask for level of safety and preferred types of support
- 8 HOPE**
Instill hope & re-assure
- 9 SUPPORT & REFER**
Discuss support network & refer if appropriate
- 10 FOLLOW UP**
Remember to have a follow up conversation

COLLABORATIVE CARE

Various practitioners are involved in promoting and improving mental health and preventing and treating mental illness symptoms within the Canadian sport system. Each type of practitioner has different characteristics (i.e., education and training background, scope of practice).

It is important that you are aware of the different pathways of support for yourself and your athletes. Mental health and mental performance support often go hand in hand and involve multiple stakeholders.



SPORT-INFORMED CARE & REFERRAL

The following summary of **CHARACTERISTICS OF MENTAL PERFORMANCE AND MENTAL HEALTH PRACTITIONERS** provides specific information regarding the education and scope of practice of different types of practitioners offering mental performance and mental health services within the CCMHS.

Depending on the level of mental health and severity or complexity of symptoms of mental illness (Injured to Ill Phases), MPCs may collaborate with Counsellors, Psychologists, MDs, and Psychiatrists to help maintain sport performance and support mental health.

MENTAL HEALTH INDICATORS

Normal mood, good sense of humour Normal sleep patterns High energy and physical health High concentration and alertness Consistent performance High engagement Normal social activity	Occasional anxiety, irritability or sadness Sleep difficulties Low energy, tension or headaches Reduced concentration, intrusive thoughts Inconsistent or reduced performance Decreased engagement, procrastination Reduced social activity	Persistent anxiety, anger or sadness Sleep disturbances, nightmares Persistent fatigue, aches or pains Poor concentration, indecision Poor performance Presenteeism Social avoidance	Excessive anxiety, anger or depressed mood Significant sleep disturbances or oversleeping Exhaustion, physical illness No concentration, dark or suicidal thoughts Inability to perform or complete normal tasks Absenteeism Isolation, withdrawal from loved ones
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Healthy

Reacting

Injured

Ill

MPC

Counsellor / Psychologist / MD

Psychiatrist

MENTAL PERFORMANCE AND MENTAL HEALTH PRACTITIONERS

Note. Mental Performance Consultants (MPCs) can collaboratively work with mental health practitioners to support performance and mental health during the Injured and Ill phases but cannot diagnose or treat mental illnesses if they are not dually trained as psychologists or counsellors. MPCs and Medical Doctors (MDs) are key first points of contact and referral sources when mental health challenges arise.

TREATMENT & RECOVERY

RESPECT CONFIDENTIALITY & BOUNDARIES

Protect athlete confidentiality during treatment and recovery.

Respect athlete wishes surrounding level of coach involvement. Some athletes may prefer limited coach involvement throughout their treatment and recovery process. Communicate with the athlete and ask what they are comfortable with.

It may be helpful if you are in contact with their care providers and care team to receive updates regarding their care.

Ensure that you obtain verbal or written consent to speak with their providers.

How much involvement do I expect in my athletes' treatment and recovery? Am I comfortable obtaining consent and collaborating with their care team?

MODIFY TRAINING

Express willingness to modify training and/or competition expectations during treatment, recovery, and return to play.

Ensure that the athlete is aware of your willingness to work collaboratively with them during their treatment and recovery process.

Unnecessary pressure or expectations during this period could be psychologically damaging to the athlete. They may return before they are ready. Exercise patience, empathy, and understanding during this phase.

Work collaboratively with the athlete and/or their care team to come up with a return to play strategy.

How comfortable am I modifying training and/or competition requirements? Note any resistance. What do I think is reasonable? What are my boundaries?

SUPPORT CONNECTION

Feelings of isolation can be detrimental to the recovery process.

Provide opportunities for the athlete to maintain social connections with teammates during treatment and recovery.

Although the athlete may not be able to participate in training and/or competitions, social connection is imperative to mental health recovery.

Consider allowing the athlete to assist with coaching, or travel with the team to support their peers during competition.

Brainstorm ideas of how you could integrate a recovering athlete into your team environment:



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PART IV: COACHING WELLNESS **PLANNING & CHECKLIST**



WHY IS COACH WELLNESS A KEY STRATEGY FOR PODIUM PERFORMANCES?

Are you bringing the best 'healthy' version of yourself when working with your athletes?

Just like you would expect your athletes to maximize their personal skills, it's important that you do as well because you ARE a performer as a coach.

01 IMPROVED COACH-ATHLETE RELATIONSHIPS

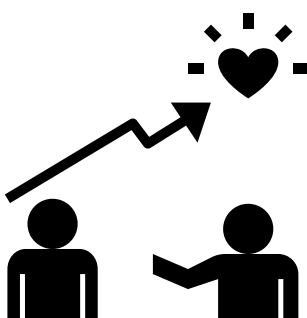
- Better overall relationships with athletes and other staff
- More patience and clarity to solve problems
- Role modelling positive self-care behaviours
- Fairer democratic approach

02 INCREASED ENGAGEMENT & FOCUS

- More training and instruction
- Increased energy for planning and ongoing reflection/learning
- Overall wellness can lead to improved focus

03 ENHANCED COMMUNICATION & CARE

- More effective communication
- Greater concern, understanding, empathy
- Increased ability to connect
- Overall deeper care and support



04 MORE MOTIVATION & ENJOYMENT

Overall increased motivation, enjoyment, and self-efficacy

IMPORTANT!

Ensure you are monitoring your level of self-care & know your limits!



WELLNESS EVALUATION

Reflect on how you currently feel about coaching.
Note any resistance as you complete this reflection.

INSTRUCTIONS:

Check the box that best represents how you feel about coaching right now.

The greater the total score- the more likely you are to experience stress & burnout

	Not at all how I feel 1	Somewhat how I feel 2	Exactly how I feel 3
1. I am up-to-date with my health check-ups	☐	☐	☐
2. I am happy with my physical fitness	☐	☐	☐
3. I eat well nutritionally most of the time	☐	☐	☐
4. I have plenty of sleep and feel well-rested	☐	☐	☐
5. I take regular breaks from my work	☐	☐	☐
6. I say "No" to others when I need to	☐	☐	☐
7. I have forgiven my past mistakes	☐	☐	☐
8. I know what I am passionate about	☐	☐	☐
9. I have things to look forward to in my life	☐	☐	☐

Your total score

MONITORING YOUR WELLNESS

Being able to recognize when we're not feeling like ourselves is an important skill and can prevent distress if we **intervene** early.

Continued self-awareness is the **foundation** of mental health maintenance.

In order to intervene when our mental health is declining, we need to **train our brain through repetition**.



TRAIN YOUR BRAIN
LIKE A MUSCLE

SECURE

ANCHORED, RELAXED, AND ABLE TO ENGAGE IN DAILY ACTIVITIES WITH EASE AND GRATITUDE

- Stable mood
- High concentration
- High physical & mental energy
- High coping
- Socially engaged
- Consistent performance
- High sleep-hygiene
- Healthy relationship with food

CHALLENGE

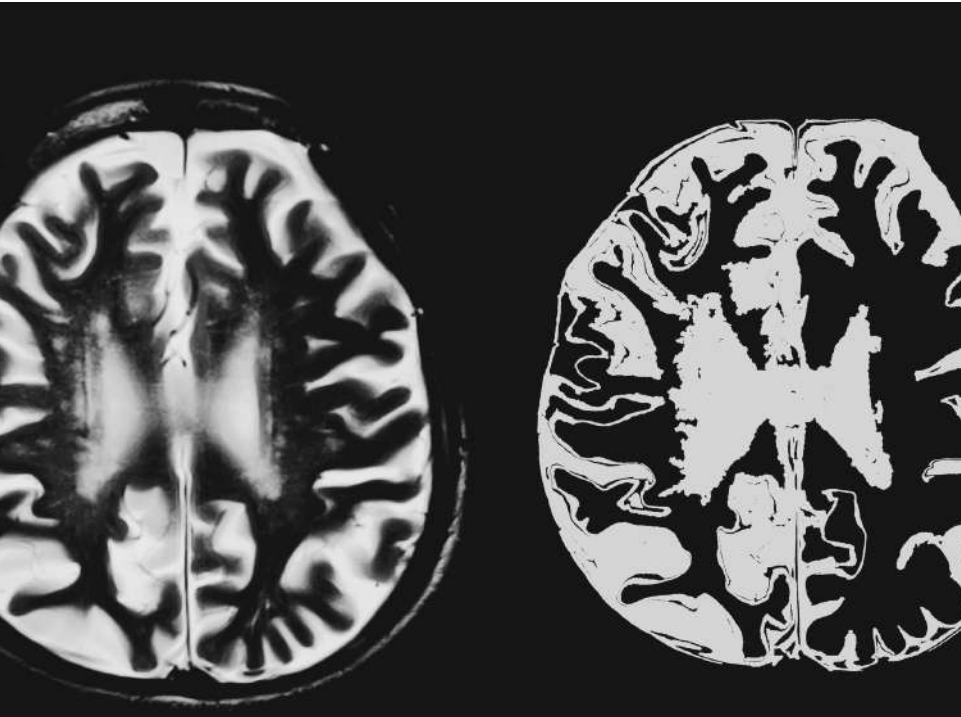
PHYSICALLY, EMOTIONALLY, OR PSYCHOLOGICALLY ENGAGED IN A CHALLENGING EVENT OR SITUATION

- Irritability, anxiety, anger
- Reduced concentration
- Reduced accomplishment
- Low energy/fatigue
- Procrastination
- Lower social engagement

STOP

OVERWHELMED. AT A POINT WHERE YOU MAY NEED TO STOP, TAKE A STEP BACK AND RE-EVALUATE

- Excessive anger, anxiety, depressed mood
- Social isolation
- Burnout
- Absenteeism
- Inability to perform tasks
- Suicidal ideation
- Disordered eating
- Severe sleep disturbances



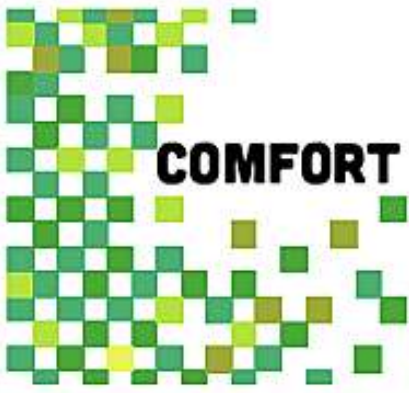
Check-in Daily

Monitor your Level of Stress, Burnout, and Well-Being

Understand your Limits

Look for Warning Signs

Start the Day on the Offense



Anchored, relaxed, and able to engage in daily activities with ease and gratitude

WHAT DOES THIS ZONE LOOK LIKE?

e.g., How do I look? How am I behaving? How am I interacting with others?

WHAT DOES THIS ZONE SOUND LIKE?

e.g., What am I saying to myself? What am I saying to others?

WHAT DOES THIS ZONE FEEL LIKE?

e.g., What emotions am I feeling?



Physically, emotionally, or psychologically engaged in a challenging event or situation

WHAT DOES THIS ZONE LOOK LIKE?

e.g., How do I look? How am I behaving? How am I interacting with others?

WHAT DOES THIS ZONE SOUND LIKE?

e.g., What am I saying to myself? What am I saying to others?

WHAT DOES THIS ZONE FEEL LIKE?

e.g., What emotions am I feeling?



STOP

Overwhelmed. At a point where you may need to stop, take a step back and re-evaluate

WHAT DOES THIS ZONE LOOK LIKE?

e.g., How do I look? How am I behaving? How am I interacting with others?

WHAT DOES THIS ZONE SOUND LIKE?

e.g., What am I saying to myself? What am I saying to others?

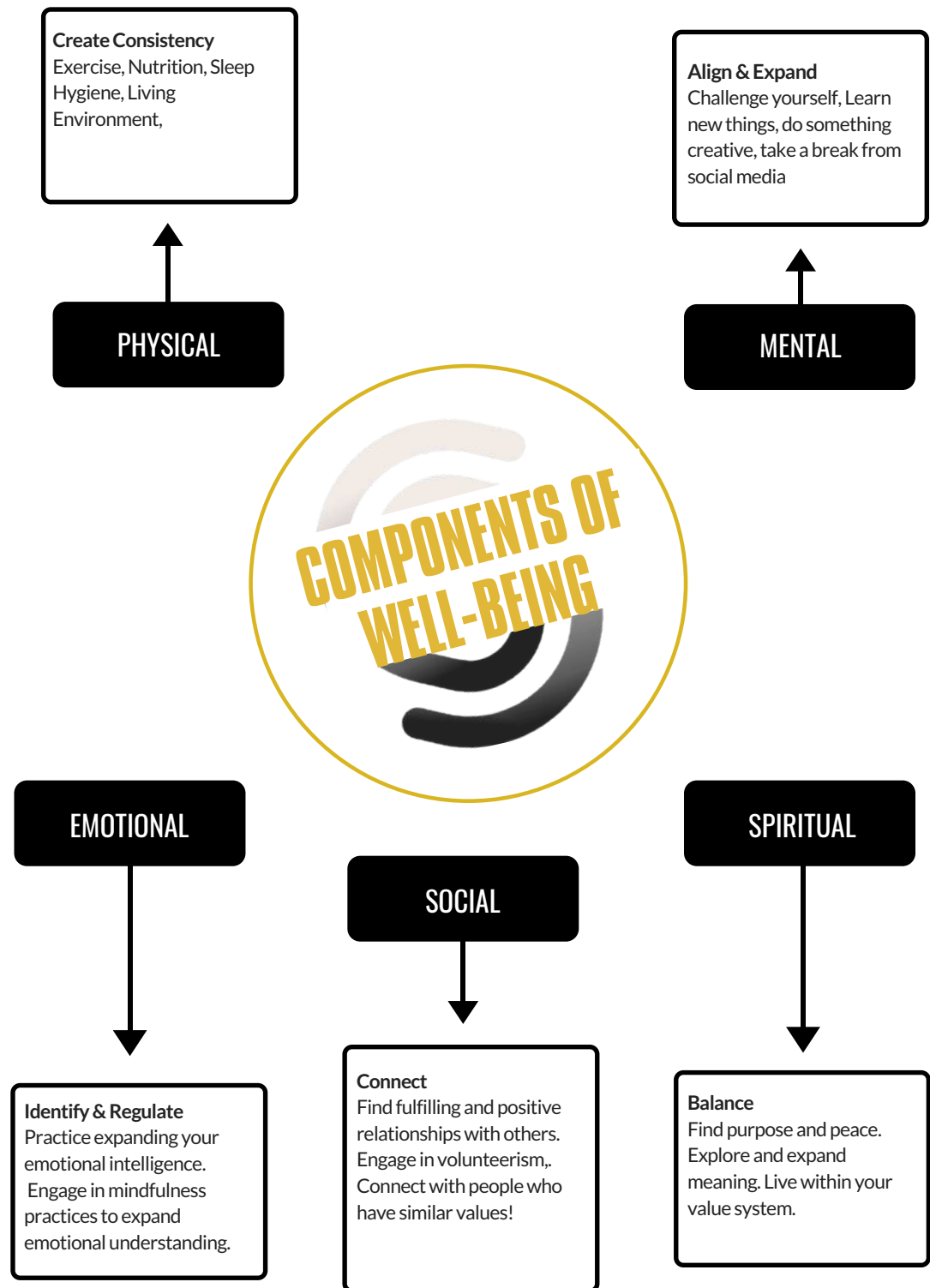
WHAT DOES THIS ZONE FEEL LIKE?

e.g., What emotions am I feeling?

MAINTAIN YOUR WELLNESS

Self-care is the practice of taking an active role in preserving or improving one's health and well-being through lifestyle design and daily choices.

Self-care is what you do for yourself to maintain your health, and to prevent and deal with illness. Self-care is vital to optimizing your daily functioning and well-being.



REMEMBER YOUR ZONE!

Adjust your self-care strategies based on your zones + levels of functioning



MAINTAIN STRATEGIES

- Keep doing what works.
- Mentor & share your success with others.
- Be an 'energy giver'.

CHALLENGE YOURSELF

- Try something new to keep learning & growing.
- Take care of a lingering issue / condition.
- Try doing the opposite of what you like.

PLAN FOR ADVERSITY

- Anticipate obstacles & setbacks and practice responding to them.
- Establish your safety net.
- Know your tolerance for different sources of (dis)tress & pressure.

SECURE ZONE

My self-care habits that are working:

My plan to practice mindfulness: (apps, time of day, duration):

How I can challenge myself:

SET BOUNDARIES

- Know your limits.
- Prioritize & delegate tasks.
- Say no whenever you can.
- Set a ME goal every day.

ENGAGE IN SELF- COMPASSION

- Give yourself the space to feel and cope.
- Forgive yourself & others.
- Keep a gratitude journal.
- Treat yourself to something special.

REST & RECOVER

- Break more frequently.
- Review your sleep routine.
- Take a day off if necessary.
- Exercise moderately.

EXPLORE VALUES

- Act in ways that respect your values.
- Find what gives your purpose & meaning.
- Re-direct energy to what is most important.

CHALLENGE ZONE

What areas of my life do I need to engage in better boundary setting?
How?

My plan for rest and recovery:

How my schedule and priorities reflect my values:

SEEK SUPPORT

- Connect with friends & loved ones.
- Call your doctor or mental health practitioner.
- Use your emergency self-care plan

SELF- SOOTHE

- Engage your 5 senses during times of stress.
- Do yoga, meditation or mindfulness.
- Prepare a healthy snack or meal.

DO ONE THING WELL

- Complete a task with high quality.
- Organize & clean your living space.
- Resume a hobby that makes you happy.

REDUCE DISTRACTIONS

- Limit your screen time & social media
- Avoid negative people
- Let go of something that is dragging you down

STOP ZONE

People that I can reach out to:

Self-soothing items/ideas: (5 Senses)

One thing I can do today:

MENTAL

Examples: Disconnect from electronic devices, journaling, making a budget,, seeking support from a counsellor.

What I currently do:

Practices to try:

PHYSICAL

Examples: healthy meals, sleep hygiene, physical exercise, maintaining health and dental, stay hydrated.

What I currently do:

Practices to try:

EMOTIONAL

Examples: use positive affirmations, be mindful of social media use, journal, engage In activities that bring me joy.

What I currently do:

Practices to try:

SOCIAL

Examples: spend time with family, ask for support, spend time with friends, join a club, volunteer,

What I currently do:

Practices to try:

SPIRITUAL

Examples: keep a calendar, schedule small breaks, make to-do lists, chunk your time.

What I currently do:

Practices to try:

WELLNESS PLANNER



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CANADIAN CENTRE FOR
MENTAL HEALTH AND SPORT

SELF-TALK

Helpful self-talk may include "I am capable" / "I can do this". Harmful self-talk may include "I can't handle this" / "I deserve this".

I should do

I should avoid

MOOD

Who can you reach out to for support?
Are there people you should avoid during times of distress?

SUPPORT

Who can you reach out to for support?
Are there people you should avoid during times of distress?

REST

Which activities uplift your mood (e.g., watching a comedian)? What should you avoid when you're feeling down?



PLAN IN ADVANCE

EMERGENCY WELLNESS



Coach Stress-Reduction Strategies

	Coach-Level Strategy	Organization-Level Strategy
Communication & Conflict	Create strategies and processes to encourage stakeholders to share concerns	Ensure clarity around job expectations and responsibilities for all members of staff team
Pressure & Expectations	Set realistic performance expectations and goals that are regularly monitored and adjusted	Clearly outline measures evaluating staff and program success
Athlete Discipline & Team Dynamics	Implement consistency around team values and athlete behaviour expectations; apply consequences where necessary	Generate protocols for communication and conflict-resolution between coaches and administrators
Program Support & Isolation	Regularly engage with coaching staff; streamline communication and administrative processes	Create a community of practice with other coaches that provide mentorship opportunities and social support
Balancing Personal Time	Dedicate one day a week to self and family; set appropriate boundaries where needed	Advocate for/add mental health, wellness, and family days into employment contracts
Travel	Schedule dedicated personal days and time off around travelling	Balance travel amongst coaching staff
Monitoring and Supporting Athlete Mental Health & Wellness	Engage in regular and up to date trainings related to athlete mental health and safesport; Implement mental health support into YTP	Generate and implement consistent policies and procedures around athlete and coach mental health; complete frequent wellness checks with staff



Wellness Checklist

1

START YOUR DAY ON THE OFFENSE

- ☐ Check in with yourself each morning
- ☐ Commit to completing one "me" thing per day

2

FUNCTIONING

- ☐ Assess your daily level of functioning
- ☐ Tailor your self-care activities based on this functioning
- ☐ Identify one go-to action at each level: secure, challenge, stop

3

DAILY & EMERGENCY PLANNING

- ☐ Assess your current physical, mental, emotional, spiritual, and social self-care strategies
- ☐ Write down strategies that you're willing to try
- ☐ Take time to plan in advance

4

NETWORK OF SUPPORT

- ☐ Create a community of practice dedicated to athlete and coach wellness
- ☐ Keep a list of trusted mentors and peers to reach out to when needed
- ☐ Build a list of contacts and helplines in case of crisis

5

TACKLE THE ROOT

- ☐ Audit organizational and team processes
- ☐ Implement strategies at an individual and organizational level to reduce stress
- ☐ Address stressors that you may be putting off (budgeting, cleaning, relationship issues, etc.).



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PART V: NAVIGATE **LEVERAGE RESOURCES**



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MENTAL HEALTH AND SPORT

SPORT RESOURCES

CANADIAN CENTRE FOR MENTAL HEALTH AND SPORT

www.ccmhs-ccsms.ca

CANADIAN SPORT HELPLINE

<https://abuse-free-sport.ca/helpline-overview/>

CANADIAN CENTRE FOR ETHICS IN SPORT

<https://cces.ca/>

SPORT DISPUTE RESOLUTION CENTRE OF CANADA

<http://www.crdsc-sdrcc.ca/eng/home>

SPORT INFORMATION RESOURCE CENTRE

<https://sirc.ca/>

SPORT CANADA

<https://www.canada.ca/en/services/culture/sport.html>

OWN THE PODIUM

<https://www.ownthepodium.org/en-CA/>

GAME PLAN

<https://www.mygameplan.ca/>

COACHING ASSOCIATION OF CANADA

<https://coach.ca/>

CANADIAN WOMEN & SPORT

<https://womenandsport.ca/>

ATHLETES CAN

<https://athletescan.com/en>

EXPAND THE REACH

<http://expandthereach.ca/>

SPORT FOR LIFE

<https://sportforlife.ca/>

TRUE SPORT

<https://truesportpur.ca/>

CANADIAN SPORT
HELPline

ABUSE
HARASSMENT
DISCRIMINATION

  1-888-83SPORT (77678)

 info@abuse-free-sport.ca

 www.abuse-free-sport.ca

8 am - 8 pm (ET)
7 days a week

Canada

CONNECT

DISTRESS CENTRES OF GREATER TORONTO

1-905-459-7777

CANADA SUICIDE PREVENTION

CALL 1.833.456.4566 OR

TEXT 45645

CONNEXONTARIO HELPLINE

TOLL-FREE: 1-866-531-2600

THE 24H MENTAL HEALTH CRISIS LINE

1-866-996-0991

CRISISLINE.CA

GOVERNMENT HEALTH

2-1-1

NATIONAL EATING DISORDER INFORMATION CENTRE (NEDIC)

1-866-633-4220

INDIGENOUS HOPE FOR WELLNESS HELPLINE

1-855-242-3310

ONTX ONTARIO ONLINE & TEXT CRISIS SERVICE

TEXT (2PM-2AM ET): 741-741

CRISIS CHAT: WWW.DCONTARIO.ORG/ONTX.HTML

WOMEN'S ISSUES

1-416-314-0300

(SEXUAL AND DOMESTIC VIOLENCE)

CANADIAN CRISIS HOTLINE

1 (888) 353-2273

MINDBEACON

WWW.MINDBEACON.COM/

FREE ONLINE THERAPY-ON RESIDENTS

BOUNCEBACK

WWW.BOUNCEBACKONTARIO.CA/

FREE GUIDED SELF-HELP PROGRAM

LEARN

E-MENTAL HEALTH

WWW.EMENTALHEALTH.CA

THE LIFELINE APP

WWW.LIFELINECANADA.CA

ABORIGINAL HEALTH ACCESS CENTRES

WWW.ALLIANCEON.ORG/ABORIGINAL-HEALTH-ACCESS-CENTRES

BETTER HELP

WWW.BETTERHELP.COM

BIG WHITE WALL CANADA

WWW.BIGWHITEWALL.CA

APPS

HEALTHY
MINDS

SAM

OAK

CALM

10%
HAPPIER

THINKFUL

SLEEP
CYCLE

HEADSPACE

HAPPIFY

MINDSHIFT

DAYLIO
JOURNAL

SMILING
MINDS

HOPE

MOOD
TRACKER

GENERAL

MENTAL HEALTH RESOURCES

CONNECT

KIDS HELP PHONE

1-800-668-6868

TEXT CONNECT TO 686868

[HTTPS://KIDSHELPPHONE.CA/LIVE-CHAT/](https://kids helpphone.ca/live-chat/)

DISTRESS CENTRES OF GREATER TORONTO

1-905-459-7777

CANADA SUICIDE PREVENTION

CALL 1.833.456.4566 OR

TEXT 45645

E-MENTAL HEALTH

[WWW.EMENTALHEALTH.CA](http://www.ementalhealth.ca)

THE 24H MENTAL HEALTH CRISIS LINE

1-866-996-0991

[CRISISLINE.CA](http://crisisline.ca)

GOVERNMENT HEALTH

2-1-1

CANADIAN SPORT HELPLINE

[HTTPS://ABUSE-FREE-SPORT.CA](https://abuse-free-sport.ca)

1-888-837-7678

NATIONAL EATING DISORDER INFORMATION CENTRE (NEDIC)

1-866-633-4220

YOUTHSPACE

TEXT (778) 783-0177

[WWW.YOUTHSPACE.CA](http://www.youthspace.ca)

THE LIFELINE APP

[WWW.LIFELINECANADA.CA](http://www.lifelinecanada.ca)

LEARN

E-MENTAL HEALTH

[WWW.EMENTALHEALTH.CA](http://www.ementalhealth.ca)

THE LIFELINE APP

[WWW.LIFELINECANADA.CA](http://www.lifelinecanada.ca)

ABORIGINAL HEALTH ACCESS CENTRES

[WWW.ALLIANCEON.ORG/ABORIGINAL-HEALTH-ACCESS-CENTRES](http://www.allianceon.org/aboriginal-health-access-centres)

BETTER HELP

[WWW.BETTERHELP.COM](http://www.betterhelp.com)

BIG WHITE WALL CANADA

[WWW.BIGWHITEWALL.CA](http://www.bigwhitewall.ca)

YOUTH MENTAL HEALTH CANADA

[WWW.YMHC.NGO](http://www.ymhc.ngo)

MIND AT PLAY (SPORT-SPECIFIC MENTAL HEALTH SUPPORT):

[HTTPS://MHIPRO.CA/](https://mhipro.ca/)

APPS

HEALTHY
MINDS

SAM

OAK

CALM

10%
HAPPIER

THINKFUL

SLEEP
CYCLE

HEADSPACE

HAPPIFY

MINDSHIFT

DAYLIO
JOURNAL

SMILING
MINDS

HOPE

MOOD
TRACKER

YOUTH

MENTAL HEALTH RESOURCES



CANADIAN CENTRE FOR MENTAL HEALTH AND SPORT

WHO WE ARE

We are a one-of-a-kind team offering specialized mental health care services to Canadian competitive and high-performance athletes, coaches, and performing artists.

WHO WE SERVE

We support competitive and high-performance athletes, coaches, and performing artists as well as the broader sport community, by creating long-lasting relationships that foster health and wellness.

WHAT WE BELIEVE

We believe athletes and coaches can learn and succeed in life with and without mental illness and mental health challenges.

FACEBOOK

Canadian Centre for Mental Health and Sport
www.facebook.com/ccmhs.ccsms



INSTAGRAM

@ccmhs.ccsms



TWITTER

Canadian Centre for Mental Health and Sport
www.twitter.com/ccmhs.ccsms
@ccmhs.ccsms



CONTACT US

WWW.CCMHS-CCSMS.CA
INFO@CCMHS-CCSMS.CA
(613) 454 1409

