



Ethical Theory and Honor in Competition and Sport

RIGHT WRONG

The Center for ETHICS* at the University of Idaho offers study, intervention, outreach, consultation, and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership, and ethical application. The Director of the Center for ETHICS* is Dr. Sharon Kay Stoll.

Western Society of Kinesiology and Wellness Submission

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Abstract submitted: Recently, colleges and universities have been criticized for off the field incidents involving student-athletes including sexual assaults, theft, cheating, drug use, and alcohol abuse. Although, incidents involving student-athletes is nothing new in intercollegiate athletics, due to social media and the public's appetite for sport, issues involving student-athletes quickly become national news (McCarthy, 2013). This reality places pressure on athletic directors and collegiate administrators to act in protecting the best interests of the institution.

The collegiate coach, a key public figure in the community, is often the first contact point for student-athletes when seeking a place to continue their athletic career. Charged with developing a winning program, the coach will seek the most talented student-athletes, often ignoring past behavior or even a criminal conviction (Kingkade, 2015). In addition, arguably coaches believe they have a responsibility to help student-athletes (Schlabach, 2015). This mindset is further reinforced when the coach feels they have created a culture within their program that can assist high-risk student-athletes in overcoming previous actions and poor decision-making that questions the make up of their character. However, changing the character displayed by high-risk student-athletes will likely require more than a strong leader and established team culture. Therefore, the purpose of this session is to 1) define and identify the characteristics of high-risk student-athletes, 2) provide insight into recent discoveries in neuro-science and the research's impact on character development, and 3) provide strategies to assist the coach in managing the high-risk student-athlete.