

Counseling College Student-Athletes: Issues and Interventions

By Edward F. Etzel, A.P. Ferrante, & James W. Pickney (Eds.).
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Reviewed by Fritz G. Polite, The DeVos Sport Business
Management Program, College of Business Administration, The
University of Central Florida, Orlando, FL, USA.

This second edition textbook is much improved over the first edition from 1991 is still the first and most comprehensive analysis of the experiences surrounding intercollegiate student-athletes. The authors provide a well written and compelling examination of the critical issues involved in assisting student athletes. The primary focus of this publication is on, in addition to the issues and interventions of the subject, the actual developmental experiences of the college student athlete. The three editors each of whom has a background in counseling, intercollegiate athletics, and education have assembled in this text a consortium of highly regarded experts who explore and expand on past and current educational counseling issues.

The textbook both identifies relevant issues and questions and provides positive solutions and answers. It is methodically outlined and articulates strategies to assist administrators in the development of effective programs that will benefit student-athletes. The book is divided into three sections. In the first section, "Problems and Needs of a Diverse Population," experts identify problems and detail theoretical and practical solutions to the myriad issues surrounding diversity. In chapters one and two, A.P. Ferrante, Edward Etzel, Christopher Lantz, and William D. Parham explore the demands, uniqueness, and demographics of this special population known as student-athletes. In chapter three, Robert Sellers and Alphonse Damas examine the uniqueness of the intercollegiate experience for African-American student-athletes. The authors stress that these students often come from socioeconomic backgrounds sometime unfamiliar to the present day administrators. Failure to carefully examine and understand their life experiences may cause undue strain in the smooth transitioning of progress for the student-athletes as well as the coaches and administrators. Karen D. Cogan and Trent A. Petric next analyze the female student-athlete and her socialization and development processes. Included in this discussion are issues related to ethical issues, eating disorders, sexual abuse, and sexual orientation that counselors, coaches, and administrators should be aware of and knowledgeable about.

Section two addresses specific personal concerns realized by student-athletes. College student-athletes often experience more psychological pressure than do those who do not participate in intercollegiate athletics. J. Scott Hinkle, in chapter five, looks at four of the most common clinical areas for student athletes. These areas include adjustment disorders, generalized anxiety, depression, and substance abuse.

This chapter is of particular relevance in today's climate as there has been a dramatic increase in referral and counseling for student-athletes with clinical problems. Hinkle expresses discontent over the lack of a systematic body of knowledge in counseling that focuses on the clinical problems of student-athletes. Chapter six, written by Albert J. Petitpas, Britton W. Brewer, and Judy L. Van Raalte, uses both a theoretical and empirical approach to detail the major issues facing athletes in their transition into the intercollegiate world. Discussed in this chapter are retirement transitions, adjustments, moderators, and intervention frameworks that are directed at focusing on the planning transitions for student-athletes. Roy Tunick, Etzel, John Leard, and Bart Lerner discuss in chapter seven issues surrounding the psychological aspects of injury and make suggestions for those staffers, counselors, administrators, coaches, and medical personnel who work with athletes whom have suffered athletic injuries. Included in this chapter are topics such as disability and somatopsychology. Definitions of injuries and disabilities are clarified along with repercussions to athletes. Psychological variables relating to incidence of athletic injury are a central topic within this particular chapter. The last chapter of this section, chapter eight, is written by John Damm and Patricia Murray. These authors examine the prevalent abuse of alcohol and drugs amongst student-athletes. In addition to excellent definitions and analyses, the authors prescribe interventions and solutions that emphasize assisting student-athletes in dealing with these problems.

The final section of the book comprises an overview of enhancement, support, and counseling interventions. In chapter nine, Laura M. Finch and Daniel Gould provide an understanding prospective student-athletes and a list of recommended intervention strategies with this special group. Eric L. Denson, in chapter ten, describes the model through which an institution can provide comprehensive support service program for student-athletes. Service models were created with a philosophical base of providing basic services to the student-athlete. These programs consist of academic monitoring and planning, counseling, programs and workshops, consultation, research, and teaching. The focus of chapter eleven, written by Christopher Carr and Noel James Bauman, is a review of the concepts, procedures, implementation, and evaluation of a program that facilitates the life skills necessary for the survival of the student-athlete. The final chapter of this book, chapter twelve, focuses on how student-athletes can be coached for academic success. Some of the techniques examined in this chapter include how the use of flash cards, continuity tracking, taped studying, sunshine studying, and reading instructors can improve the academic success of student-athletes.

This book is an excellent resource for the personnel involved with intercollegiate student-athletes in undergraduate and graduate programs. Its use of both clinical approaches and practical applications makes it a prime textbook for counselors, administrators, and coaches. Clinicians may also find this second edition a fruitful asset to their knowledge base concerning interventions for student-athletes.