

DUKE UNIVERSITY

Student-Athlete Handbook

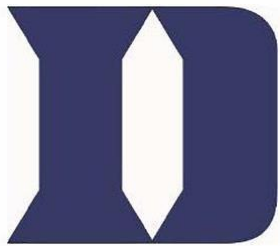


Table of Contents

Introduction	3
Mission Statement for Intercollegiate Athletics.....	3
Ethical Standards of the Department of Athletics	4
Diversity, Equity, Inclusion, and Belonging (DEIB) Statement	4
Values & Culture	5
Section I: Policies/Procedures/Conduct	8
Student Conduct	8
Conduct Expectations – Bias Incidents.....	8
Drug Policy and Testing Policy.....	9
Alcohol.....	9
Hazing	10
Title IX	12
Prohibited Discrimination and Harassment	12
Section II: Resources.....	21
Academic Advising at Duke.....	21
Mental Health and Performance Departmental Organization	26
Student-Athlete Development and Leadership.....	30
Duke Future Initiative.....	32
Community Service.....	33
Greg Dale Leadership Program.....	34
Name, Image, and Likeness (NIL)	37
Communications & Media Relations.....	39
Social Media Guidelines for Student-Athletes	41
NCAA and ACC Regulations/Compliance Information	43
Section III: Athletic Medicine/Sport Performance/Nutrition.....	46
Duke Athletic Medicine Policies and Procedures Overview.....	46
Sports Performance Weight Room Policies	51
Duke Sports Nutrition.....	53

Introduction

This handbook is designed to provide varsity student-athletes with information concerning policies of Duke University and of the Duke University Athletics Department. It is divided into three sections: Resources, Policies, Athletic Medicine/Sports Performance. This handbook is not intended as a substitute for other important university publications such as the Bulletin of Undergraduate Instruction, the Bulletin of Information and Regulations, or T-Reqs (<http://trinity.duke.edu/undergraduate/academic-policies>). Therefore, it does not duplicate much of this information and should be regarded and used accordingly.

The most important thing to remember is that help of all kinds – academic, social, athletic, health related – is available if you need it. If you cannot find the answers to your questions in this book, ask your dean, ask your RA, ask your coach. Many services are available to you at Duke; use them.

Mission Statement for Intercollegiate Athletics

The University endeavors to provide a program of intercollegiate athletics from which participating students can derive all the benefits that participation in competitive sport confers. The goal of the intercollegiate program is the same as that of the University's academic programs: excellence. In this context, excellence includes commitment to the physical and emotional well-being and social development of student-athletes, as well as to the development of their sense of citizenship, dedication to sportsmanship and fair play, the development of individual and team skills, the exertion of best effort, the will to win, and general conduct that brings credit to the University and is a source of pride and enthusiasm for all members of the Duke community.

The measure of "excellence" when applied to intercollegiate athletics also means a level of performance that frequently will produce winning seasons and the realistic opportunity to compete for team or individual championships. It requires that students engaged in intercollegiate athletics be students first, that they be admitted according to this criterion, that they progress satisfactorily towards a degree, and that their attrition and graduation rates as student-athletes are not significantly different from those of non-athletes.

Duke's intercollegiate program will be composed of nationally and regionally recognized sports that satisfy the following criteria: they meet the needs, interests, and abilities of male and female students; they provide adequate institutional collateral benefits; they reflect due regard for the athletic traditions of Duke University as well as future promise; they fall within Duke's ability to provide appropriate facilities; they geographically allow Duke to schedule conveniently and competitively; and they fall within financial capabilities of Duke University to fund adequately.

The mission of the athletics program, ultimately, is that of Duke itself: "to engage the mind, to elevate the spirit, and stimulate the best effort of all who are associated with the University."

Ethical Standards of the Department of Athletics

The Duke University Department of Athletics has a long tradition of striving for distinction in athletic competition, in academic pursuits, and in community involvement. As student-athletes, coaches, and staff of the department of athletics, we affirm our commitment to continuing and enhancing this tradition.

In the pursuit of this distinction, we affirm our commitment to demonstrate integrity in all that we do and to have respect for ourselves, for others, and for the University. We affirm that the decisions we make and the behaviors we choose will be informed and guided by integrity and respect at all times.

As members of a community of scholars and learners, we affirm our commitment to the principles and values expressed in the Duke Community Standard – The honor code to which all undergraduates pledge themselves – and the policies derived from it.

We recognize that as student-athletes, our public words and actions may reflect not only on ourselves, but on our families, teammates, former teammates, and our University. As student-athletes, we will endeavor to model good sportsmanship and positive values to young people.

As members of the Duke and Durham communities, we will foster respect for others, regardless of race, ethnicity, sexual orientation, gender, or any other classification protected by law.

We affirm our commitment to the Ethical Standards of the Department of Athletics: good sportsmanship, taking responsibility for our actions, conducting ourselves in an ethical manner in our relationships with others, and making well-considered choices in representing ourselves, our families, our teams, and our University.

Diversity, Equity, Inclusion, and Belonging (DEIB) Statement

In alignment with the core values of Duke University, Duke Athletics values and celebrates diversity and equal opportunity for all student-athletes and staff within our intercollegiate athletics program. As such, the athletics department strives to create an inclusive environment by adhering to the University's principles of excellence, fairness, and respect for all people.

Duke University does not discriminate on the basis of *age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status* in accordance with Federal Law. We expand these protections further by prohibiting discrimination based on gender identity, sexual orientation, and gender expression (<https://oie.duke.edu/discrimination>).

Duke Athletics is committed to cultivating and promoting a diverse, equitable, and inclusive environment. Our collective success within and beyond the competitive arena depends on each community member being and feeling welcomed, respected, and valued. Through continuous education, reflection, humility, and accountability, we strive to develop leaders who embody these ideals.”

Duke Athletics' DEIB strategic plan can be found here.

https://goduke.com/documents/2023/1/20/Final_DukeAthleticsDEIB-Pub_lo-res.pdf



DUKE UNIVERSITY DEPARTMENT OF ATHLETICS

Duke's Standards of Conduct and Performance:

Duke holds a strong commitment to high ethical standards and full compliance with laws, regulations and policies. Duke's Statement on Values and Culture and the institutional Code of Conduct can be found at values.duke.edu. Staff are expected to perform job duties and responsibilities in a manner that reflects the highest ethical and professional standards.

Values & Culture

Values & Culture:	Our institutional culture is built upon our history and values. Our shared values—respect, trust, inclusion, discovery and excellence— are more than aspirations. They are the beliefs and behaviors that we expect of ourselves and our colleagues. These are the ideals that we must uphold in order to earn and maintain our reputation for quality and integrity, and to inspire confidence with each other, and the world which we both serve and rely on for our future viability. Our values dictate our conduct and drive our culture.
Respect:	We are a community of leaders, students, scholars, health care providers and staff who affirm and encourage open expression, academic freedom, regard for others and respect for laws and regulations.
Trust:	We are honest, credible and reliable in our words, behaviors and actions.
Inclusion:	We seek to welcome and fully engage people of diverse backgrounds, abilities and perspectives to advance our work.
Discovery:	We seek to be an innovative community, to improve our individual capabilities and to share knowledge with one another.
Excellence:	We perform high quality education, research, patient care and community enhancement, and are always mindful of the enduring value of safety and continuous improvement.

Putting these values into practice requires that we accept our responsibilities to one another—to think and act in ways that are ethical, legal and just, and that demonstrate courage, compassion, service, accountability and commitment in all we do on behalf of Duke.

Living Our Values and Culture	As stewards of Duke’s trust, we are accountable. We collaborate and work together toward common goals through competence in our activities, responsibility for our actions and accountability to one another. This means we follow laws and regulations and exercise sound judgment in the performance of our studies, our professional responsibilities, our obligation to the public, and our interactions with others.
	<ul style="list-style-type: none"> • We avoid activities, pursuits or financial interests that are not compatible, in reality or perception, with our responsibilities. • We seek advice when expectations are not clear or when we question what is “right.” • We are committed to the principles of diversity, inclusion, fairness, and respect for all people, though we may have differences in beliefs, appearances, backgrounds, experiences and abilities. • We demonstrate and practice genuine concern for the needs of others. • We improve our knowledge, work and community by conscientiously applying our time and talents. • We keep information confidential and use it only with permission and for its intended purposes. • We take responsibility and accept consequences for our words, behaviors and actions, and we commit to promptly correct errors, mistakes or omissions.
	As leaders, we represent Duke and acknowledge that we are held to the highest standard.
	<ul style="list-style-type: none"> • We are vigilant in our intentions, leading by example and considering the implications of our actions. • We encourage questions and challenges, holding individuals and organizations accountable for their actions and decisions.
	<ul style="list-style-type: none"> • We do not use our positions of influence or authority to secure personal advantage or gain.

	<p>At Duke, accepting responsibility for what we value means that together we build and reinforce the culture that is our cornerstone. We do the right thing, even under difficult circumstances. We do not justify disregard for these principles and expectations on the basis of expediency or achieving short-term objectives that are viewed as more important than our values. Together, we are committed to our ethical principles, to ourselves, one another, our community, and our patients.</p>
<div> <div></div> <div>Speak Up</div> </div>	<p>We speak up when words, behaviors or actions are not consistent with our values</p>
	<p>If you witness or are asked to participate in actions that are not consistent with our values, tell someone. Ask your supervisor, department head, academic dean, residence advisor or ombudsman for advice. If that is not possible, contact 800.826.8109 to discuss your question or report your concern. The toll-free number is a confidential, and anonymous if you choose, service provided 24 hours per day, 365 days per year.</p>
	<p>It takes courage to come forward. Retaliation for reporting concerns in good faith is strictly prohibited.</p>
	<p>Duke commits to conducting a fair and expeditious inquiry and to use any information to correct errors, make improvements, and ensure accountability. To the extent possible, we protect confidentiality of individuals and information related to investigations. Should illegal activity be suspected or confirmed, the university has a duty to report those facts to the appropriate authorities.</p>

Section I: Policies/Procedures/Conduct

Office of Student Conduct and Community Standards

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the [Duke Community Standard](#):

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Each student at Duke University is required as a condition of enrollment to comply with the Duke Community Standard. The University expects students and student organizations to be familiar with the Duke Community Standard. Any claim of unawareness to any of the policies will not be a valid excuse for violation of any policy. All students and student organizations are expected to adhere to any of the policies contained in the Duke Community Standard. [Policies](#) are listed in alphabetical order without a priority assigned.

Conduct Expectations – Bias Incidents

Duke Athletics is committed to developing a healthy environment for student-athletes and staff. We believe the opportunity to represent Duke University is a privilege, which is accompanied by the responsibility to behave with dignity and class on and off the field. Individuals associated with Duke Athletics are expected to conduct themselves in a manner that represents the highest level of honor and reinforces the values of integrity and respect. Duke University and Duke Athletics do not condone bias incidents.

[What is a bias incident?](#)

A bias incident is an act or behavior motivated by the offender's bias against the identity of an individual or community. Bias occurs whether the act is intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber- interaction, physical interaction, or interaction with property. Bias often contributes to or creates an unsafe/unwelcoming environment.

The University takes seriously its responsibility to appropriately balance its core values of protecting individual freedoms (e.g., freedom of speech, artistic expression, freedom of association, academic freedom) and ensuring equal and fair treatment of all. There are many considerations when determining whether bias-related conduct violates the University's expectations of members of our community. In so doing, the University is always mindful that academia is a unique place where the exchange of ideas, robust debate and artistic expression are critical to the University's teaching and research missions. Investigation and adjudication of possible violations of university policy as the result of reported bias-related incidents are handled by the [Office of Student Conduct and Community Standards](#). Any violation of the policy that is shown to be "motivated in part or whole by race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, genetic information, or age" will be considered an aggravating factor that increases the stringency of the sanction.

Drug Policy

Duke University also prohibits the possession of cannabis (regardless of strain) and other drug paraphernalia, including but not limited to bongs, pipes, grinders, homemade equipment, THC vapes/cartridges, alternative cannabis products (i.e. tinctures, lotions/balms), vapes for use with cannabis oils. Drugs and drug paraphernalia are not permitted on campus due to federal regulations.

Students and student organizations, regardless of age or location, are prohibited from possessing, using, selling, distributing, growing, manufacturing, and facilitating the use of illegal drugs, controlled substances, and other illegal substances, as well as substances that are used to impair. This includes the improper use of an otherwise lawful substance. This includes substances covered under the [North Carolina Controlled Substances Act](#), the [North Carolina Toxic Vapors Act](#), the [Drug-Free Schools and Communities Act](#) and/or any other applicable law.

Duke prohibits the unlawful distribution, possession, social sharing, non-prescribed use, or misuse for prescription drugs. Altering, tampering, or forging a prescription is prohibited.

Duke prohibits driving while under the influence of drugs, regardless of location or age, except as permitted by law.

Duke also prohibits the possession of drug paraphernalia, including but not limited to bongs, pipes, homemade equipment or THC vapes/cartridges.

If a university official responds to the smell of cannabis, the Office of Student Conduct & Community Standards may proceed with a disciplinary process and may determine responsibility, based on the totality of the information. The factors to be considered include but are not limited to: the smell of cannabis, the presence of paraphernalia related to cannabis use (water bongs, grinders, pipes), behaviors indicative of cannabis/THC influence, and any applicable packing, packaging, or testing.

The Duke Athletics Drug Testing Policy can be found [HERE](#)

Alcohol

As a community of scholars and learners, Duke University expects those within its community to be responsible for their choices related to the use of alcohol and other drugs. In keeping with this principle and federal, state, and local laws, the University's Alcohol and Other Drugs Policy emphasizes individual and shared responsibility, healthy and informed decision-making, the maintenance of a caring environment, and the promotion of genuine dialogue. Students are encouraged to learn about the potential social, physiological, and psychological consequences of alcohol and drug abuse. Excessive and high-risk substance use can lead to negative consequences for the Duke community and its members, including assault, illness, injury, litter, noise, property damage, driving under the influence, arrest and/or criminal charges. All members of the Duke community share responsibility for creating an environment that limits dangerous substance use behaviors and, therefore, reduces the likelihood of these negative outcomes.

Members of the Duke community are responsible for behaving in a manner that is not disruptive or endangering to themselves or others. Being under the influence of alcohol will not constitute as a mitigating factor for an individual's behavior.

[Click here for the University Alcohol Policy.](#)

Hazing

Hazing (defined below) is a serious infraction of Duke University regulations and [federal](#) and/or [state law](#). Duke University is committed to providing a safe educational environment for all students and does not tolerate hazing by any group, individual, or university personnel affiliated with the University.

Hazing often arises during a student's initiation into an organization, such as a fraternity, sorority, athletic team, sports club, or covered society, where a perceived or actual power differential exists between current and new members. A student organization is formed when at least two currently enrolled Duke University students engage in organized gatherings and communications around shared interests, regardless of whether the student organization is registered and/or recognized by the university.

As required by the [Stop Campus Hazing Act](#), Duke University will collect statistics on hazing incidents, which will be published within the Campus Hazing Transparency Report. This report will include all data points gathered, such as the date the investigation was initiated, the date the investigation concluded, the date the student organization was notified that a hazing violation occurred, and the outcomes each student organization received. The Campus Hazing Transparency Report is published annually to the campus community.

Policy

The University defines Hazing as any intentional or reckless situation created, whether on or off university premises, that is potentially harmful to an individual's physical, emotional, or psychological well-being, regardless of an individual's willingness to participate or its relevance to the individual's membership status in a recognized or unrecognized student organization.

Hazing includes, but is not limited to, the following:

- **Criminal and Threatening Behavior**
 - Any conduct that constitutes a criminal violation of local, [state](#), tribal, or [federal law](#)
 - Threatening words or actions that cause a person to fear reasonable bodily harm
- **Physical Abuse and Endangerment**
 - Forced standing for extended periods or marching in formation
 - Extreme physical exertion or calisthenics
- **Coerced or Forced Consumption**
 - Coercing, restricting, or forcing the consumption of food, solids, liquids, alcohol, drugs, or other substances
- **Sleep and Sensory Deprivation**
 - Sleep deprivation or interruption of consecutive sleep hours
 - Exposure to the elements (e.g., cold, heat, rain) as punishment or initiation
- **Psychological and Emotional Abuse**
 - Blindfolding

- Acts of humiliation or degradation (e.g., streaking, wearing degrading or inappropriate apparel)
- **Social, Academic, and Care Disruption**
 - Interfering with academic performance or classroom instruction
 - Disruption of academic or extracurricular commitments
- **Sexual Coercion and Harassment**
 - Forcing, coercing, or otherwise inducing another person to perform sexual acts
 - Subjecting others to compromising or sexually explicit situations
- **Additional Prohibited Practices**
 - Activities that, by their time, place, or manner, would not typically constitute hazing but are rendered inappropriate due to the context or intent
 - Organizing or requiring unauthorized "road trips"

How to Report Concerning Hazing Activities?

Acts or potential acts of hazing can be reported in the following ways:

- [Submit a Student Affairs Referral Form](#)
- Contact the Office of Student Conduct & Community Standards (OSCCS) (**919-684-6938**)
- Contact Duke Police (911 or **919-684-2444**)
- You can also text the word “share” to the number 66595 to engage with our RealResponse anonymous texting platform.

Concerns may be reported anonymously. However, by maintaining the anonymity of the source, the university will be limited in the extent of action it can take against any alleged respondent(s).

[Duke's Hazing Policy and Reporting Guidelines](#)

Title IX

Pursuant to Title IX: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”, Title IX Education Amendments of 1972, 20 USC 1681 et seq.

Title IX and its implementing regulations prohibit sex discrimination in education programs or activities receiving federal funds. Some of these programs and activities include: admissions, recruitment, financial aid, academic programs, athletics, housing and employment. Title IX also protects students and employees from unlawful sexual harassment, including sexual violence. Title IX protects both men and women from sexual harassment, regardless of who is the harasser.

Duke, as a recipient of federal funds, has an obligation to operate in a nondiscriminatory manner. More important is Duke’s own mandate of equal opportunity, inclusiveness and nondiscrimination in work and learning. The Office for Institutional Equity supports Duke in its compliance and enforcement efforts by serving as an integral resource for Title IX issues. The Office for Institutional Equity partners with all departments and offices to assist in their Title IX compliance efforts.

The Office for Institutional Equity also provides assistance by serving as an entry point for many Title IX complaints of discrimination, including sex-based harassment, sexual harassment, and sexual misconduct, including sexual violence. The objective in the complaint handling process is to resolve the complaint as quickly as possible and in a fair and appropriate manner. Important components of the process include ascertaining the basis for the complaint and examining strategies or tools for its resolution. The complaint handling process may include an inquiry as to whether an objective, factual basis exists to support the allegation.

Policy on Discrimination, Harassment, and Related Misconduct

Duke University and Duke University Health System (“Duke”) are committed to encouraging and sustaining a learning, living, and work environment free from discrimination, harassment, and related misconduct. Duke is committed to maintaining an inclusive community that respects and values all of its members. [This policy](#) prohibits discrimination and harassment on the basis of age, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, military status, national origin, race, religion, sex, or sexual orientation (collectively, “protected status” or “protected characteristics”). This prohibition includes discrimination and harassment based on the perception of an individual’s protected status, even if that perception is incorrect. The Policy also prohibits related misconduct, such as sexual assault, relationship violence, stalking, and retaliation. This Policy applies to all operations of Duke University and Duke University Health System.

The [Office for Institutional Equity \(OIE\)](#) is responsible for administering the Policy on Prohibited Discrimination, Harassment, and Related Misconduct (“Policy”) and its implementing procedures. The Associate Vice President for Harassment and Discrimination Prevention and Compliance is Duke’s designated Coordinator for Title IX of the Education Amendments of 1972.

Prohibited Conduct

A. DISCRIMINATION AND HARASSMENT BASED ON ALL PROTECTED CHARACTERISTICS

Discrimination: When an individual or group is subjected to an adverse action, including differential treatment, based upon a protected status or characteristic. Discrimination can occur under this Policy in either an employment or an educational context. Discrimination also includes failing to provide reasonable accommodations to a qualified person with a disability or failing to reasonably accommodate an employee's religious beliefs or practices, as required by state and federal law.

Harassment: Conduct based on a protected characteristic that satisfies one or more of the following:

Hostile Environment Harassment (Including Sexual Harassment)^[2]: Unwelcome protected status-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Duke's programs or activities (i.e., creates a hostile environment).

Factors considered when determining whether the conduct created a Hostile Environment include, but are not limited to:

1. The degree in which the conduct affected the Complainant's ability to access Duke's program or activity;
2. The type, frequency, and duration of the conduct;
3. The parties' ages, roles within Duke's program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
4. The location of the conduct and the context in which the conduct occurred; and
5. Other Prohibited Conduct in Duke's program or activity.

An isolated incident, unless sufficiently severe, would not create a hostile environment. Harassment is distinguished from behavior that, even though unpleasant or disconcerting, is appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities. Harassment can include conduct that significantly interferes with the individual's or group's:

- educational environment (e.g., admission, academic standing, grades, assignment);
- work environment (e.g., hiring, advancement, assignment);
- participation in a Duke program or activity (e.g., campus housing); or
- receipt of legitimately-requested services (e.g., disability, pregnancy, or religious accommodations).

Quid Pro Quo Harassment. An employee, agent, or other person authorized by Duke to provide an aid, benefit, or service under Duke's program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's participation in unwelcome conduct based on protected status.

Protected Characteristics include the following:

Age: The number of years from the date of a person's birth. With respect to employment, individuals who are forty (40) years of age or older are protected from discrimination and harassment based on age. There is no age threshold for protection from discrimination for students or other participants in educational programs or activities.

Color: An individual's skin tone, complexion, or shade.

Disability: A physical or mental impairment that substantially limits one or more major life activities. Individuals are protected from discrimination if they have such an impairment; have a record of such impairment; or are regarded as having such impairment. A qualified person with a disability must be able to perform the essential functions of the employment or volunteer position or the academic, athletic, or extra- curricular program, with or without reasonable accommodation.

Ethnicity or National Origin: An individual's actual or perceived country or ethnicity of origin.

Gender: A socially constructed set of expectations, roles, behaviors, and activities a given society or culture considers appropriate for individuals generally based on an individual's sex assigned at birth.

Gender Expression: The external appearance of one's gender identity, usually expressed through behavior, clothing, haircut, or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender Identity: One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same as or different from their sex assigned at birth.

Genetic Information: Information about (i) an individual's genetic tests, (ii) the genetic tests of family members of such individual, and (iii) the manifestation of a disease or disorder in family members of such individual. Genetic Information includes, with respect to any individual, any request for, or receipt of, genetic services, or participation in clinical research that includes genetic services by such individual or any family member of such individual.

Military Status: Service members and veterans including disabled veterans, special disabled veterans, veterans of the Vietnam Era, and other protected veterans as defined by federal and state law.

Race: An individual's actual or perceived racial or ethnic ancestry or physical characteristics associated with a person's race, such as a person's color, hair (including hair texture or hairstyle commonly associated with a particular race), facial features, height, and weight.

Religion: All aspects of religious observance and practice, as well as belief.

Sex (Assigned at Birth): A designation at birth (male, female, and intersex) generally based on external appearance of sex organs; includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth. Conduct of a sexual nature is by definition based on Sex as a Protected Status.

Sexual Orientation: One's sexual, romantic, physical, and/or emotional attraction (or lack of attraction) to others.

The following are examples of conduct that may constitute Discrimination or Harassment:

- Excluding a student from a program or activity based on their complexion or hair texture associated with their race.
- Targeting a student or employee because of their race, religion or national origin by electronically distributing personally identifying information
- Denying an individual access to an educational program solely because of their military status.
- A professor subjecting a student to repeated unwelcome questions about their dating life and sexual preferences.

- Denying an applicant membership or benefits in a student group because of their Hindu religion or because they are perceived to be from India or another country where Hinduism is commonly practiced.
- Refusing professional or learning opportunities to an individual because of their sexual orientation or gender expression.
- Anti-Semitic conduct implicates the Policy and can manifest in the Duke environment in a number of ways. The International Holocaust Remembrance Alliance defines anti-Semitism as “a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.” Examples of anti-Semitic conduct that implicates this Policy include:
 - Repeated instances of anti-Semitic slurs directed toward an individual, regardless of whether that individual is Jewish.
 - Refusing to allow an individual to participate in any program sponsored or hosted by Duke because they are perceived to be from Israel, are associated with a Jewish organization, wears religious attire, like a kippah, or displays a religious symbol associated with Judaism, like a Star of David.
 - Defacing a Jewish employee’s or student’s property with a hateful symbol such as a swastika.
 - Using force or intimidation to obstruct the path of an employee or student because they are Jewish, perceived to be Jewish, or supportive of Jewish institutions or organizations.
 - Refusing to grant a student some expected benefit, such as a letter of recommendation, based on the perception that the student is Jewish, is associated with a Jewish organization, or because that student is perceived to be from Israel.
- Islamophobia is a form of discrimination or harassment that is based on one’s religion (Islam) and/or national origin (e.g. an individual from a Muslim majority country). Examples of Islamophobic conduct that implicates the Policy include:
 - Repeatedly referring to a Muslim individual or someone perceived to be a Muslim as a “terrorist.”
 - Removing a student from a Duke program or activity based on the perception that the student is Muslim or perceived to be Muslim or is associated with a Muslim organization.
 - Refusing professional or learning opportunities because an individual wears a hijab to work or in the classroom.
 - Physically threatening an individual for wearing a religious symbol associated with Islam or a national symbol like a keffiyeh.

It is important to remember that the examples provided above can also apply to situations involving other protected characteristics, including age, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, military status, national origin, race, religion, sex, or sexual orientation. It is also important to remember that the Policy protects freedom of expression, even when controversial. When a question exists concerning whether the alleged discrimination or harassment is based in full or in part on a protected characteristic, Duke will respond consistent with this Policy.

B. STALKING

A course of conduct (including cyberstalking) directed at a specific person, based on that person’s protected status/characteristic, that would cause a reasonable person to fear for their safety or the safety of another, or to suffer substantial emotional distress.

A course of conduct means two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows,

monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.

Substantial emotional distress means significant mental suffering or anguish.

C. RELATIONSHIP VIOLENCE

A pattern of abusive behavior in a current or former intimate relationship that is used by one partner to gain or maintain power and control over another partner. Relationship violence can be sexual, emotional, economic, or psychological actions or threats of actions that influence another person. Relationship violence includes, but is not limited to, dating violence and domestic violence as defined below.

D. SEXUAL ASSAULT

Any actual or attempted sexual contact with another person without consent, including instances where the Complainant is incapable of giving consent. Sexual contact includes touching or penetration or a person's clothed or unclothed intimate body parts, by any object or body part of another, in a sexual manner or causing a person to touch or penetrate themselves or another person's body as described herein. Sexual assault can occur between individuals of the same or different sexes and/or genders.

E. SEXUAL EXPLOITATION

Taking sexual advantage of another without consent for one's benefit or the benefit of another party. This may include but is not limited to the following: threatening to disclose an individual's sexual orientation, gender identity, or gender expression unless the individual submits to sexual demands; observing or allowing others to observe sexual activity of others without their knowledge or consent; or streaming images of sexual activity without the knowledge or consent of those involved; causing the incapacitation of another person for the purpose of compromising that person's ability to give consent to sexual activity; knowingly exposing another individual to a sexually-transmitted infection without the individual's knowledge; and knowingly making a materially false representation about sexually transmitted infection, birth control, or prophylactic status with the specific intent and effect of inducing the Complainant to participate in a specific sexual act or encounter.

F. TITLE IX SEXUAL HARASSMENT(6)

Title IX Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Duke's program or activity.
- A Duke employee (including a faculty member) conditioning the provision of an aid, benefit, or service of Duke on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Sexual Assault:[\[7\]](#) Any of the following sexual acts directed against another person, without the Consent of the Complainant, including instances where the Complainant is incapable of giving Consent:

- Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the Consent of the Complainant;
- Sodomy: Oral or anal sexual intercourse with another person, without the Affirmative Consent of the Complainant, including instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical Incapacitation.
- Sexual Assault with an Object: To use an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, without the Affirmative Consent of the Complainant, including instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical Incapacitation.
- Fondling: The touching of the private body parts of Complainant for the purpose of sexual gratification, without the Consent of the Complainant, including instances where the Complainant is incapable of giving Consent because of age or because of temporary or permanent mental or physical incapacity;
- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by North Carolina law; or
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent in North Carolina.
- Stalking: A course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of another, or to suffer substantial emotional distress.
- Domestic violence: A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of North Carolina, or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of North Carolina.
- Dating violence: Any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant and where the existence of such a relationship is determined based on a consideration of the length, type, and frequency of interactions between the persons involved in the relationship. For purposes of this definition, violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

[6] Title IX Sexual Harassment encompasses the Prohibited Conduct described below that occurs on the basis of Sex and that meets all of the following requirements: (i) Occurs within the United States; (ii) Occurs within Duke's education program or activity, meaning a) locations, events, or circumstances over which Duke exercises substantial control over both the Respondent and the context in which the Title IX Sexual Harassment occurs, and b) any building owned or controlled by a student organization that is officially recognized by Duke; and (iii) At the time of filing a formal complaint, the Complainant is participating in or attempting to participate in a Duke education program or activity. Allegations of Prohibited Conduct that do not meet these Title IX requirements may constitute other forms of Prohibited Conduct within this Policy.

G. VIOLATION OF SUPPORTIVE OR REMEDIAL MEASURES

Violation of directives associated with supportive or remedial measures provided to an individual in connection with this Policy.

Where a violation of Supportive Measures would constitute Prohibited Conduct under this Policy the violation will be addressed pursuant to the Policy. If the violation of Supportive Measures would not constitute Prohibited Conduct under this Policy, then such violation of Supportive Measures will be referred to the Office of Student Conduct and Community Standards, Duke Human Resources, departmental human resources, the appropriate dean, chair, or other appropriate senior administrator.

H. RETALIATION

Intimidation, threats, coercion, or discrimination against any person by Duke, a student, or an employee or other person authorized by Duke to provide aid, benefit, or service under Duke's program or activity, for the purpose of interfering with any right or privilege under the Policy or because the person reported information, made a complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding, hearing, or alternative resolution. Individuals are also protected from good faith opposition to what an individual reasonably believes to be discrimination, harassment, or related misconduct under this Policy and making good faith requests for accommodations on the basis of religion, pregnancy or pregnancy-related medical conditions, or disability.[8]

To be a Policy violation, the challenged actions or treatment must be sufficiently serious to discourage a reasonable person from further reporting, participation, or opposition. Charging an individual with a policy violation for making a materially false statement in bad faith in the course of Duke's complaint process or in response to a complaint does not constitute Retaliation.

[8] Good faith opposition means that there is a reasonable belief that Prohibited Conduct occurred. There is no requirement that a matter complained of actually violate law or policy in order to have been made in good faith.

Confidential Resources

The following Duke resources can provide counseling, information, and support in a confidential setting. These confidential resources will not share information about a report of Prohibited Conduct without the individual's express written permission unless there is a continuing threat of serious harm to the Complainant or to others or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor). These individuals can also help an individual make a report to Duke.

For Students:

[Student Health Services](#) (919) 681-9355, (919) 966-3820 (nurse advice line)

[Office of the Ombuds Counseling and Psychological Services](#) (919) 660-1000

[Gender Violence Prevention and Intervention](#) (984) 569-0592

[Clergy/Religious Life](#)

OIE Liaisons are appointed and trained members of a Duke unit or department who have a baseline understanding of operational or human resources policies. Liaisons are unable to guarantee confidentiality. See a list of current OIE Liaisons, including the athletics department liaison, Taren Moore, taren.moore@duke.edu, (919-519-7047) and at this link.

<https://oie.duke.edu/oie-liaison-program#athletics>

B. REPORTING OPTIONS (NON-CONFIDENTIAL)

Individuals are encouraged to report all Prohibited Conduct, including Title IX Sexual Harassment, to OIE. Making a non-confidential report of Prohibited Conduct means that OIE (or DukeReach in most student matters) will contact the Complainant to offer resources and support. OIE will also identify the appropriate response to the report as outlined in this Policy and accompanying Procedures.

Any individual can make a report under this Policy to OIE. A report may be made in person, in writing, by telephone, [by e-mail](#), or [online](#). A report can be made anonymously.

Any report involving a minor will be shared with law enforcement agencies, child protective services, and [Duke's Youth Protection Coordinator](#).

To discuss reporting options or any aspect of the Policy, individuals are encouraged to contact:

Kimberly Hewitt, Vice President for Institutional Equity and Chief Diversity Officer
Smith Warehouse, Bay 8, 1st Floor
919-684-8222 | kimberly.hewitt@duke.edu

For Students:

Adrienne Allison, Deputy Title IX Coordinator for Students Equal Opportunity Compliance Investigator
Smith Warehouse, Bay 8, 1st Floor
919-684-1437 | adrienne.allison@duke.edu

For General Questions:

oie-help@duke.edu 919-684-8222

C. RESPONSIBLE EMPLOYEES

Responsible Employees are individuals who must immediately share all known information about **all forms** of possible Prohibited Conduct, **not limited to sexual misconduct**, directly with OIE. Responsible Employees are **not confidential** resources. Responsible Employees include, but are not limited to, all faculty, employees with teaching or supervisory authority, and graduate students with teaching or supervisory authority (including Teaching Assistants acting in their role). Members of the Board of Trustees, the President, Vice Presidents, Deans, Directors, Department Chairs, Academic Administrators, Advisors, all Athletic Department Staff (including Coaches), HR Representatives/Managers, Principal Investigators, Lab Managers, Nurse Managers, and Student Affairs professionals (including Resident Assistants acting within their role) are also Responsible Employees. Confidential Resources are not Responsible Employees.

Minors

Duke's [Minors in Duke University Programs Policy](#) sets out Duke's policy regarding children under the age of 18 who participate in Duke programs and activities. This includes athletic camps, academic camps, the Talent Identification Program, and similar activities. Every member of the university community is required to immediately report instances or suspected instances of the abuse of or inappropriate interactions with or involving minors to Duke University Police and to the Program Director. In addition, the Program Director is required to report harassment involving minors to the Office for Institutional Equity to be addressed through the [Policy on Prohibited Discrimination, Harassment and Related Misconduct](#). Parents of participants in these programs and activities can also report harassment to OIE. The program and/or OIE will connect the participant with appropriate supports and resources.

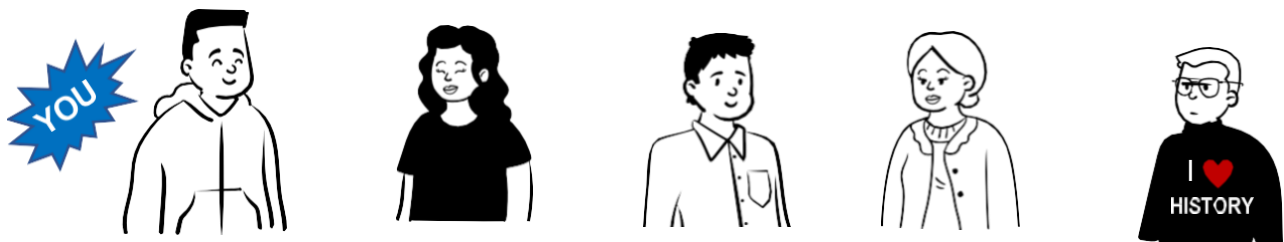
Special Notice for International Students

International students, whether complainants or respondents, should contact [Duke Visa Services](#) for assistance in determining how their actions will affect their visa statuses in the U.S. This office will provide regulatory guidance for any complainant or respondent considering a reduced course load, leave of absence, or change to a nonimmigrant status. Respondents will also receive guidance on how any disciplinary actions by the institution could affect their visa status and/or referral to a qualified immigration attorney.

Section II: Resources

Academic Advising at Duke

To help you maximize your success at Duke, especially when you first start, potentially unsure of your path, Academic Advising is a resource available to guide and inform you.



Academic Coordinator

Quad/Major Advisor

Academic Dean

Faculty Advisor

Year 1-

A time of exploration and discovery, no need to rush through requirements. Use the resources below to help you along this journey.

- Incoming & First-Year Students - <https://advising.duke.edu/trinity-undergraduate-advising/incoming-first-year-students/>
- Transfer Students - <https://advising.duke.edu/trinity-undergraduate-advising/transfer-students/>

All incoming students are assigned a quad advisor and academic coordinator whose role is to:

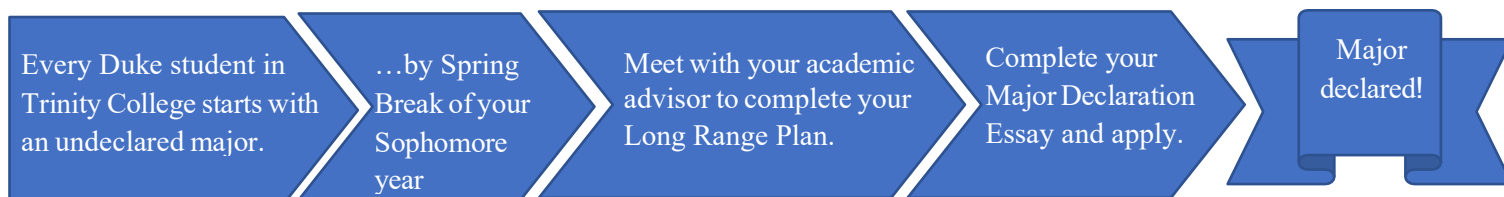
- Advise you broadly about academic pathways
- Help you choose courses and understand the registration process
- Connect you with other members of the Duke network
- Help you make the best use of all that Duke has to offer

Year 2-

Preparing for your major. <https://advising.duke.edu/trinity-undergraduate-advising/sophomores/>

- Deepen your connections to faculty in this time
- Explore faculty research interests, especially those that align with your own
- Ask: what am I interested in? what areas am I excited to learn about?

Once you have declared, you will transition to an advisor in your declared major. Each major has a different process of assigning this person. Use this link to find yours <https://advising.duke.edu/trinity-undergraduate-advising/sophomores#departmental-advising>





Year 3 and 4 -

- Advising is handled through your major advisor
 - You may get an opportunity to have input on who that advisor is
 - Consider their area of research or personal network
 - Meet with your major advisor prior to registration to clear your advising hold, just as you did with your quad advisor before declaring

Faculty Advisor

After you've declared a major, you can and/or change your major/s, minor/s, and certificate/s using this link: <https://registrar.duke.edu/student-records-resources/student-forms>

Academic Deans

- Every student at Duke has an Academic Dean and this person works with you all 4 years
- Your academic Dean provides support and advice in navigating university policy and understanding requirements.
- Deans will help you with issues related to, but not limited to, academic difficulty, late drop/adds, extended illness, a leave of absence, excused athletic absences, exam schedules, and graduation audits



Academic Dean



Duke Athletics Academic Coordinators

Academic coordinators in the Athletics Department should be regarded as preliminary resources. During registration, you will consult with them before meeting with your campus academic or major advisor to determine classes that work best with your learning style, and in avoidance of conflicts with your athletic obligations. Academic Coordinators:

- Guide organizational, and goal-setting habits
- Monitor the NCAA eligibility and academic progress of each student-athlete
- Promote effective communication between the student-athlete, their advisor, coaches, academic deans, and faculty members.
- Assist you in making sense of university policies
- Refer you to various campus and community partners
- Think of your academic coordinator as the bridge between you as a student, and: you as an athlete.

Academic Coordinator

Student-Athletes in Pratt

Constant communication with your academic coordinator and your Pratt Academic Dean will be the key to success in balancing both an engineering program and athletic participation.

Make an appointment with you Dean if you encounter conflicts.

Pratt Deans can:

- Look at different options for course sequencing if the season or practice conflicts.
- Consult with the department to inquire about new sections or an increased seat cap, if you need to be in a section that is full.
- Draft a Long-Range academic plan for your use that illustrates the implications of certain classes not taken in a given semester.
- Discuss how summer school and/or a 5th year of athletic eligibility would impact your academic plan.
- Confirm your academic eligibility and program checklist with your academic coordinator.
- Enlist supplemental help for any classes that present a challenge.



“The K Center” and Academic Support Services

Location:

2nd floor, The Krzyzewski Center
107 Whitford Drive
Durham, NC 27708

Hours: The K Center

Is open 24 hours/
day by DukeCard
access.



Website:

<https://goduke.com/sports/2005/6/29/academic-services.aspx>

The K Center Mission

Every varsity athlete is a student of Duke University. Athletic Academic Support fosters student-athletes in their growth as they traverse an exciting and sometimes challenging period of development. This program’s efforts are realized when students graduate, equipped for life after Duke. “The K Center” is designed to champion student-athletes’ overall well-being, personalized development, and college experience through collaboration and engagement with campus resources, programs, services, and people.

Online Class Registration



All Registration and course changes (drop/add) are completed online using DukeHub. To register, you must be cleared to enroll by your quad/major advisor during your advising conference, and clear of all holds. The procedures for registration through DukeHub are outlined on the Office of University Registrar website and are available at <https://registrar.duke.edu/registration/>

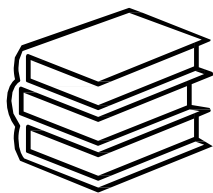
Tutoring

Student-athletes can access free tutorial services provided by undergraduate and graduate students and local professionals in a variety of subject areas. Tutoring is offered one-on-one or in a group setting. All sessions take place inside The K Center.



A student-athlete considering tutoring should first visit their faculty member during office hours and then seek direction from their academic coordinator. Communicate early! If you have been assigned a tutor or are interested in adding a tutor, appointments are scheduled via your academic coordinator or directly by you following links provided by the K Center staff.

Textbooks



Student-Athletes who receive required textbooks as part of their athletic financial aid package should see their academic coordinator in the first week of classes. E-Campus will notify the student-athlete when their textbooks are ready for pick-up. If needed, your academic coordinator will purchase Harvard course packs, drawing supplies, etc. for you. Your athletic scholarship does not cover “optional” textbooks unless you gain prior permission. Please take care of your textbooks. You are not required to return Foreign Language, Math, or other like classes books at the end of the term.

The Career Center

<https://careerhub.students.duke.edu/>

An excellent resource to help you in every career exploration and execution step. Available to current Duke students and alumni.

Duke University Handshake - <https://duke.joinhandshake.com/login>

The Writing Studio

<https://twp.duke.edu/twp-writing-studio>

The TWP Writing Studio helps to facilitate writers' critical and creative thought through collaborative, non-evaluative consultations, workshops, writing groups, and events.

Consultants of the writing studio can help with any style of writing, at any stage of your writing process.

Virtual and in-person appointments are available.

The Academic Resource Center

<https://arc.duke.edu/>

Learn Better. Think Smarter. With the ARC, you can maximize your Duke capabilities, and get the most out of your Duke experience. The ARC offers:

- Various learning resources/strategies
- Study groups
- Peer tutoring
- Test prep (MCAT, GRE)
- Personalized learning consultations



FLUNCH (Faculty Lunch)

<https://undergrad.duke.edu/intellectual-community/student-faculty-engagement-office/flunch/>

The FLUNCH program facilitates student-faculty interaction outside of the classroom, on Duke's dime.

- Every undergraduate student can use up to \$70 of FLUNCH funds per semester.
- Invite a faculty member one-on-one, or with friends and pool your \$\$\$.
- Choose from the following locations: The Commons, JB's Roasts and Chops, The Skillet, Marketplace, The Loop, The Freeman Center.

Math Help Room:

<https://math.duke.edu/undergraduate/help-tutoring/help-rooms>

2024-2025 Academic Resources Directory

Athletic Academic Coordinator	Primary Sport	Email
Brad Berndt	Men's Golf	bberndt@duke.edu
Jacqueline Davis	Football, Women's Basketball	jb389@duke.edu
Abby DeHaas	Baseball, Women's Soccer, Men's Soccer, Softball, Rowing, Men's Tennis, Women's Tennis	sad70@duke.edu
Kenny King	Women's Golf, Men's Lacrosse, Swimming & Diving, M/W Fencing, Field Hockey	jkk@duke.edu
Megan Goforth	Football/Learning Specialist	megan.goforth@duke.edu
Monty Montgomery	Men's Basketball	jmm264@duke.edu
Dan Bowen	Women's Lacrosse, Wrestling, Cross Country, Track and Field, VB	djb107@duke.edu
Kiefer Bribiesca	Football	Kiefer.bribiesca@duke.edu
Molly Mueller	Learning Specialist	molly.mueller@duke.edu
Amber Onyebinachi	Football	Alp109@duke.edu
Pratt Deans	Direct Line	Email
Ben Cooke	(919) 668-6447	bpc4@duke.edu
Lupita McMillian	(919) 660-5573	gct2@duke.edu
Carmen Rawls	(919) 660-5387	cr175@duke.edu
Other Personnel	Department	Email
Amy Herman	Office of Compliance, Duke Athletics	ash51@duke.edu
Alexis Manhertz	Financial Aid	amm124@duke.edu

Mental Health and Performance Departmental Organization

Nicole Charles-Linen, Psy.D., LP, CMPC

Assistant Director of Athletics | Mental Health and Performance

Stephanie Gdovin, Ph.D., LP, CMPC

Assistant Director | Mental Health and Performance

Heather Kiefer, Ph.D., CMPC

Assistant Director | Mental Health and Performance

Joanna Foss, Ph.D., LP, CMPC

Assistant Director | Mental Health and Performance

INTRODUCTION

The Department of Mental Health and Performance (MHP) is embedded within the Duke University Athletic Department and was created to support the overall wellness, growth, and development of Duke student-athletes from a behavioral health and sport psychology perspective. Mental Health and Performance includes, but is not limited to, mental health and wellbeing, psychosocial development, socioemotional development, and mental performance.

ETHICAL AND LEGAL STANDARDS

The Department of Mental Health and Performance adheres to privacy and confidentiality of services provided to Duke student-athletes. Under the Family Educational Rights and Privacy Act (FERPA) of 1974, student records maintained by physicians, psychologists, psychiatrists, and other recognized professionals and paraprofessionals are considered “treatment records” under FERPA. Such records will be maintained and kept confidential pursuant applicable to federal and state law. Services provided by outside clinicians are the property of that provider and may be subject to HIPAA regulations.

CONFIDENTIALITY

Maintenance of confidentiality is required of all Mental Health and Performance staff unless disclosure is allowed or required by applicable law. Any suspected breach of confidentiality will be reported to the Assistant AD of Mental Health and Performance so that action can be taken to manage the situation in an appropriate manner. Both the identities of student-athletes and information about them are considered confidential to the extent allowed by applicable law. Information regarding a Duke student-athlete will not be released to anyone without written permission from the student-athlete except for specific circumstances as required or allowed by law.

General Guidelines for Department of Mental Health and Performance

INTRODUCTION

Student-athletes face the same challenges as all college students, with the added pressures of time management, travel, visibility, performance demands, and injuries. While sports participation may improve mental health through exercise and social support, the athletic culture discourages vulnerability and help-seeking behavior when there are problems. Because mental health disorders affect student-athletes' overall well-being, as well as their athletic performance, academic performance, and risk of suicide, Duke University Athletics emphasizes the importance of recognizing and treating mental health disorders.

It is important to note that many individuals will not experience symptoms that merit a clinical diagnosis; however, seeking help should not be limited to those with said diagnoses. Any individual who is experiencing some level of distress is encouraged to seek help early so that they can receive the appropriate help to return to their regular levels of functioning. In some instances, seeking help, even when feeling "normal" can lead to improved quality of life.

REFERRAL AND TREATMENT

Most individuals who experience anxiety and depression can recover and lead productive lives. A combination of counseling and medication appears to be the most effective treatment. Although some symptom relief may occur quickly, it typically takes at least two to four weeks of treatment for marked improvement. Medication should only be taken and/or stopped under the direct care of a physician and the team physicians may consult with psychiatrists or other mental health professionals regarding complex mental health issues.

Refer student-athletes to the team liaison or MHP staff member of your choice and a team physician if you witness any of the following in a student-athlete:

- Suicidal thoughts (specific plan, intent, and/or a previous history of suicide attempts can increase risk)
- Multiple anxiety or depressive symptoms
- Symptoms that persist for two weeks or more
- Aggressive or destructive behaviors
- Symptoms that interfere with participation in academic or athletic requirements

While referrals will begin with the team liaison or MHP staff member of your choice and a team physician, the Duke University Athletics Association Integrative Performance Excellence group will work to determine the best course of action for each student athlete. This group is comprised of directors in the areas of Sports Performance, Athletic Medicine, Sports Nutrition and Mental Health and Performance, as well as individuals representing psychological services, team physicians and primary care physicians. This group cultivates partnerships with the Duke University Hospital, Duke Sports Science Institute, Duke Student Health and Duke Counseling and Psychological Services (CAPS) as part of its holistic approach to student-athlete health.

MENTAL HEALTH CRISES, EMERGENCIES & AFTER HOURS PROCEDURES

A **crisis** is a disruption in a steady mental state that may not be resolved by one's typical problem-solving or coping skills. If a situation can wait 24 to 72 hours for a response without placing a student-athlete in jeopardy, then it is a crisis and not an emergency.

An **emergency** is a sudden, immediate need, such as when a life is in danger because of an accident, a suicide attempt, or interpersonal violence. It *requires immediate attention* by law enforcement, Child Protective Services (CPS), or other professionals trained to respond to life-threatening events. Emergency mental health-related situations can include:

- Suicidal or homicidal ideation.
- Managing victims of sexual assault, which could include mandatory reporting to Title IX depending on the role of the individual receiving information.
 - Note – *MHP staff are confidential sources and are exempt from mandatory reporting in the case of Title IX concerns.*
- Highly agitated or threatening behavior, acute psychosis (often involving hallucinations or delusions), or paranoia.
- Acute delirium state or confusion.
- Acute intoxication or drug overdose.

For a mental health-related emergencies (*imminent harm to self or others, frightening, alarming, or threatening behavior*):

1. Duke University Police Department [Duke PD] (919) 684-2444 or 911
2. Duke Counseling and Psychological Services/CAPS (919) 660-1000, Option 2
3. Dr. Charles-Linen and team MHP Contact
4. Hap Zarzour (919-819-7310)

**If you are concerned about a student-athlete's safety and they cannot be reached, contact Duke PD and to do a Wellness Check on the student-athlete.*

All individuals who learn of a potentially high-risk situation should contact Dr. Charles-Linen (984-385-6781) or team MHP contact (see below). Dr. Charles-Linen will assist in identifying next steps and determine an appropriate referral if needed. Care will be coordinated by Dr. Charles-Linen, Dr. Bytomski, and/or Hap Zarzour. Team athletic trainer may also assist in reaching out to Dr. Charles-Linen and/or Dr. Bytomski. If you receive any information about a student-athlete being hospitalized for mental health reasons, please contact Dr. Charles-Linen, who will assist in planning and coordinating continuation of care for when the athlete returns to Duke.

For mental health-related crises or general mental health concerns:

- Contact Dr. Charles-Linen and team MHP Contact
- Contact Hap Zarzour (919-819-7310)
- Duke CAPS (919) 660-1000
- Call or Text 988

TELEHEALTH/VIRTUAL SESSIONS

The Department of Mental Health and Performance offers telehealth/virtual sessions to student-athletes in addition to traditional face-to-face services. While this expands the flexibility in which Duke student-athletes can receive treatment and support, Mental Health and Performance staff conduct telehealth/virtual sessions on a case-by-case basis. The decision to conduct a session virtually is at the Mental Health and Performance staff member's discretion and dependent on several factors – including (but not limited to) ACA and APA ethics and guidelines, rationale for virtual versus face-to-face, and student-athlete presenting concern.

2025-2026 MENTAL HEALTH AND PERFORMANCE TEAM ASSIGNMENTS

Dr. Nicole Charles-Linen	Dr. Heather Kiefer	Dr. Stephanie Gdovin	Dr. Joanna Foss
Men's Basketball	Baseball	Men's Golf	Fencing
Women's Basketball	Field Hockey	Women's Soccer	Women's Golf
Football	Softball	Football	Rowing
Men's Lacrosse	Men's Soccer	Swimming and Diving	Women's Tennis
Women's Lacrosse	Men's Tennis	Track and Field/Cross Country	Track and Field/Cross Country
	Track and Field/Cross Country		Volleyball
	Wrestling		

If you have any issues arise with a student-athlete, please call the Mental Health and Performance staff member that is the designated point of contact for that student-athlete's team. Student Athletes, however, are free to see the provider of their choice for individual sessions.

Student-Athlete Development and Leadership

Personal Development/Resources/Trainings

Below are examples of resources and programming to which student-athletes have access during their time at Duke.

Alcohol Education and Awareness

All incoming Duke students are required to complete modules of alcohol education. Duke Athletics works with Duke Wellness Center in various settings to create an awareness of resources available and information surrounding alcohol use and the effects it can have on one's athletic and academic performance, including overall health and wellness.

Sexual Assault and Title IX Education and Training

In conjunction with the Office of Student Conduct, and the Office of Institutional Equity, as well as the Gender Violence Education and Outreach office, Duke Athletics offers annual workshops, online education modules and other information surrounding numerous campus resources and policies to all student-athletes. Included here are also definitions of consent, and various types of assault, harassment. The NCAA mandates all student-athletes do at least one training per year.

One Love Foundation/Team ONE LOVE

Duke has partnered with the One Love Foundation to help promote healthy relationships and inspire student-athletes to be part of a movement for social change and awareness. In addition to educational resources and programs, students can volunteer to go through training to serve as discussion leaders in various settings for a group of peers. The goal is to help students recognize signs of relationship violence and understand how action can help diffuse the situation.

Paws for Exams

Each semester Duke student-athletes take a pause from studying and exams to interact with local registered therapy dogs. This program is designed to give student-athletes a mental break from the stresses and pressure of exams.

Dropping Off & Letting Go

This program is designed for parents of incoming first-year student-athletes to interact with upper-class Duke student-athletes and Student Athlete Development and Leadership staff prior to orientation to gain an understanding of resources and support programs available.

Diversity, Equity, Inclusion and Belonging (DEIB)

Various educational programs and support resources are available on campus and through the athletic department for all Duke student-athletes to celebrate diversity and promote the creation of safe and inclusive cultures for any person.

Affinity Groups

Joining an affinity group is one way to build community and connect with other student-athletes within the athletics department. These groups are recognized by the university as student groups but are directly affiliated with Duke athletics. If you are interested in joining or being connected with an Affinity groups, contact Leslie Barnes (lab44@duke.edu).

Athlete Ally - Athlete Ally is a student organization advised by the Center for Sexual and Gender Diversity alongside Duke Rec&PE and Duke Athletics. This organization works to create visibility, inclusivity, and awareness around the LGBTQIA+ community in sports, including intramural and recreation, to inspire the athletic community to champion equality for all individuals. *@dukeathleteally*

United Black Athletes - United Black Athletes' works to reach, inspire and empower black student- athletes by giving them a voice to advocate for support within athletics and from the University collectively. *@duke.uba*

Asian Athletic Network (AAN) – Asian Athletic Network was formed to empower and unite Asian student athletes by creating a supportive and inclusive network that promotes development of community and service through athletic, academic, and cultural lenses. *@duke_aan*

Morgan's Message - A campus chapter of the National Foundation, Morgan's Message strives to eliminate the stigma surrounding mental health within the student-athlete community and equalize the treatment of physical and mental health in athletics. *@morgansmessageduke*

OneLove – A campus chapter of the National Foundation, OneLove works to highlight and educate about healthy relationships, as well as increase awareness of and educate about the warning signs of unhealthy relationships, violence and abuse. This organization actively engages in work to change the statistics around relationship violence. *@dukeonelove*

Duke Sustainable Athletes Group – A campus group of Duke Student Athletes committed to supporting and leading sustainable projects within Athletics and campus. *@duke_sag*

CANVAS Page

All Duke student-athletes have access to the Student-Athlete Development CANVAS page. This page is updated regularly with announcements, information, and resources for student-athletes as it relates to student-athlete development. This includes information for career development events, community service opportunities, NIL, and ACE announcements. Furthermore, the CANVAS page is home to various resources and educational materials for all affinity groups. Please visit <https://canvas.duke.edu>

In addition to the resources above, the office of Student-Athlete Development works in conjunction with and complimentary to the Duke Campus Student-Affairs offices. A link to some of those campus resources is below: <https://studentaffairs.duke.edu/resources>

Duke Future Initiative: Career Development

The Future Initiative prepares Duke student-athletes for their career journey beyond graduation by helping build a sustainable network through meaningful connections with former Duke student-athletes and mentors. Throughout their time at Duke, resources and education are provided to help student-athletes become confident and successful with the entire career development process. In culmination, the Future Initiative emphasizes hands-on career exploration and professional growth by facilitating internship opportunities as well as other immersive and practical experiences.

Professional Experiences

In addition to traditional internships, the Future Initiative provides opportunities around athlete-specific schedules. These include job shadowing, “sprinternships” (shorter and more intensive variations), and partnering with alumni and companies to expose student-athletes to various industries, both on and off campus.

One-on-One Advising

Student-athletes can schedule individual meetings to discuss any aspect of career readiness including, but not limited to, résumé and cover letter writing, job and internship search, and engaging with alumni.

Career Development Workshops

Workshops are designed to help the student-athletes prepare and develop the needed skills to be successful with the entire career search process. The workshops include topics such as résumé building, cover letter writing, job/internship search, interview preparation, and networking. These are just a few of the topics and change from year to year depending on the need and feedback of the student-athletes.

Information Sessions

Many companies/organizations have a sincere interest in hiring Duke student-athletes. We welcome company representatives (often they are Duke alumni) to meet with our student-athletes using information sessions and coffee chats. They present what their company is about, what they are looking for in their interns and employees, and steps for their application process.

Career Athlete Networking Event

Duke Athletics annually hosts a Career Athlete Networking event during the fall semester, either in- person or virtual. We invite numerous companies/organizations and alumni to attend and share with the Duke student-athletes about their companies, potential employment and internship opportunities, and/or general advice for entering the work force.

Duke Career Trek

The Duke Career Trek program gives student-athletes the opportunity to travel to several locations, locally and nationwide, to visit organizations and explore potential careers within various industries. Student- athletes have an overnight or multi-day experience shadowing, learning from and networking with alumni and employers.

Career Center Collaboration

Duke Student Athlete Development works closely with the Duke Career Center on several events and initiatives, including workshops, career fairs, and networking events. For more information on the Duke Career Center, visit <https://careerhub.students.duke.edu/>

Community Service

Duke Athletics is committed to giving back to both the campus and surrounding community. Teams as well as individual student-athletes are involved each year in an array of service initiatives/projects as well as active among community organizations, schools and hospitals. The Duke Office of Durham and Community Affairs (formerly known as [Duke-Durham Neighborhood Partnership and Community Service](#)) offers support, collaboration and additional opportunities.

READ WITH THE BLUE DEVILS

Sponsored by Blue Cross, Blue Shield, The Read With The Blue Devils program is intended to aid area teachers by providing reading incentives for elementary schools in Durham. Duke Student Athletes will visit schools to read and engage with youth and support the schools' reading goals. By reading for school specific set number of minutes for set number of days/nights, or by meeting/exceeding growth in reading levels, elementary students can reach various levels and earn Blue Devil gifts along the way.

DUKE CHILDREN'S HOSPITAL/RONALD MCDONALD HOUSE

Previous commitments and relationships with these organizations continued to grow in an array of service activities from Duke Athletes and Coaches. With COVID preventing visitation to hospitals over the past few years, Duke Athletics is excited to bring back the partnership with RMH cooking meals for and interacting with families as a team.

TEAM IMPACT

Several teams have partnered with the organization, Team Impact, (<https://teamimpact.org/>) which pairs a young patient and their family with an athletic team. Duke Athletics has grown and added partnering teams with Team Impact over the past few years. We have over half of our teams heavily involved with Team Impact and are constantly implementing new, innovative ways to not only build the feeling of team with families, but also bring families associated with Team Impact together creating a strong feeling of connection and community.

Boys & Girls Club

Boys & Girls club is a community-based organization that provides after-school and summer programs for young people, age 6-18, focusing on academic success, healthy lifestyle development, and character and leadership growth. We partner and work with local Durham students and provide enrichment in educational and technology entities. The club provides a safe and supportive environment with programs designed to help children and teens reach their full potential and become responsible citizens.

URBAN MINISTRIES OF DURHAM

Urban Ministries of Durham is the primary point of connection for those who are homeless, hungry, or in need in Durham. Student athletes help serve over 6,000 people each year who come seeking food, shelter, clothing and supportive services. This organization provides immediate relief to those experiencing chronic or temporary homelessness, and work with clients to end their homelessness as quickly and responsibly as possible.

Additional organizations in which Duke Athletics has had recent opportunities to engage in service include but aren't limited to: Durham Rescue Mission, Catholic Charities Food Bank, Oxford Housing Authority, Open Table Ministry, Emily K Center, Root Causes, Duke Campus Farms, SEEDS, and Gigi's Playhouse.

ACE PROGRAM <https://ace.duke.edu/>

The ACE program provides one-time funding for accepted Duke student-athletes to participate in immersive summer service experiences with international community partners. Each summer student-athletes can apply to participate in an international group program with service themes ranging from education, coaching, environmental sustainability and conservation, and health outreach and education.

Greg Dale Leadership Program

Our leadership programming is based on a holistic approach defined and characterized by the belief that the parts of something are interconnected and can be explained only by reference to the whole. The whole being the student-athlete. This program involves the work of the Leadership Program (LP), Student-Athlete Development (SAD) and Mental Health and Performance (MHP) addressing the needs of our student-athletes at various stages of their development as people, students, athletes and leaders while at Duke.

A.C.T.I.O.N. First Year Leadership Program

The ACTION program is a vital part of the transition to college for first-year student-athletes. All first-year athletes are invited to be part of small group discussions while also hearing from and learning from various campus, dept and outside resources. With approximately 40 upperclass student-athletes co-leading small group discussions and serving as mentors, 6-7 meetings are held each year. All participating student-athletes are placed into small groups across sports allowing for cross-sport community building.

Topics and partnerships include, but not limited to: the One Love Foundation (healthy relationships), Mental Health and Stress Management, Career Development, Values and Personal Branding, Empathy and Various roles on being part of a team, as well as transitioning into second year. The acronym A.C.T.I.O.N. stands for Accountability, Commitment, Teamwork, Integrity, Opportunity, and Now. It serves as the introduction for student-athletes to the Duke Athletics Leadership Programs.

Engaging Leaders

As sophomores, student-athletes are given the opportunity to become Engaging Leaders through a greater understanding of the foundations of leadership. Sessions in the Engaging Leaders program focus on approaching your role on the team and how you fit and can be effective in that role. Participants will begin to understand what leadership is, identify strengths and how they correlate with leadership, and explore ways to help their team function at its best.

Emerging Leaders

Juniors continue what they have learned through A.C.T.I.O.N., Engaging Leaders, and other leadership experiences to now add more skills into their Leadership toolbox. Participants will dive into their personal communication and leadership abilities as juniors and find their voice and place as leaders on their teams. Topics related to understanding communication style, accountability, conflict and others will be discussed.

Advancing Leaders

The Advancing Leaders program is designed to enhance the leadership of the student-athletes who are designated as team leaders either by having the formal title of team captain or who are viewed as leaders who have a significant impact on teammates and team culture. Monthly meetings during the academic year provide current captains/team leaders the opportunity to openly and in confidence discuss the challenges they are facing in providing leadership to their team. Sharing and collaborating through thought and introspective on topics generated by the captains provides a forum that allows the shared freedom for greater leadership growth and confidence development required in their roles as team leaders. These meetings allow the captains to continue to expand the depth and breadth of their personal leadership growth into their lives on the field of play and outside of athletics. Topics include: establishing and maintaining credibility as a leader, having difficult conversations, how team leaders complement each other and managing up.

Other Leadership Opportunities

SAAC (Student Athlete Advisory Committee)

SAAC is comprised of (at least one, up to 3-5 depending on team size) representatives from each NCAA sponsored sport, with spots also reserved for various student-athlete affinity groups. Recognized nationally by the NCAA as a governing group, SAAC is asked to provide insight on and perspectives of the student-athlete experience. In addition, this group is charged with offering input on NCAA, conference and department rules, legislation and policies which affect student-athlete well-being and day to day lives. SAAC offers all student-athletes a collaborative voice by serving as a liaison organization across the Athletic department, University Community, the ACC and the NCAA. SAAC meets monthly during the academic year and is charged with the responsibility of serving as resource in which to bring awareness, advocacy and action to matters of student-athlete interest.

LEAD (Leadership Education and Development)

The Leadership Enrichment and Development weekend is the core event that brings sophomore, junior and senior student-athletes together for an overnight retreat. L.E.A.D. focuses on individual leadership training and team culture awareness to allow the participating students-athletes to explore, understand, prepare, and implement their leadership skills in a team environment. Team and peer networks are expanded and created that provide opportunity of each class to solidify their leadership roles as they progress through their athletic careers at Duke. The curriculum is designed to assist the student-athletes in gaining a better understanding of who they are as individuals, their strengths and values, as well as insight into their communication, decision- making, and leadership styles. Challenging and engaging activities focus on putting them in situations where they must push the boundaries of their self-awareness and utilize their leadership skills in various group settings. In the end, they discover a level of personal potential they did not know existed before L.E.A.D and seek to become confident agents of positive change for themselves and for their teams.

HEIDRICK Family Post-Graduate Scholarship

Established through a generous gift from the late Bob Heidrick and his family, these TWO (10K) post- graduate scholarships are awarded annually. The Heidrick scholarship seeks to recognize leaders within the student- athlete community at Duke based upon the involvement in and demonstrated growth within the area of leadership and how they have used those skills to serve and enhance the community around them. The scholarships are viewed as an investment in the recipients and their potential for service through leadership in the future.

Name, Image, and Likeness (NIL)

NCAA rules allow a student-athlete to receive compensation for use of their Name, Image and Likeness (NIL). NIL activity is any activity in which a prospective student athlete or current student-athlete's name, image, likeness or personal appearance is used for promotional purposes by a non-institutional entity, including a commercial entity, a noninstitutional nonprofit, or a charitable entity. Such use may be compensated (e.g., cash, product or other benefit) or uncompensated.

Duke NIL Policy

As a Duke student-athletes, you can:

- Get paid for social media posts
- Promote products or services through personal appearances
- Be featured in advertisements for companies
- Hire a professional agent or advisor for your NIL deals

While student-athletes can make money off their NIL, NCAA recruiting and extra benefit rules still apply. Therefore, you must follow these rules:

- NIL deals must be for a valid business purpose, and the payment you receive should be in line with what others outside of Duke and college athletics are paid for similar work and value.
- You cannot be paid based on athletic achievement
- You cannot engage in any NIL activity that promotes products or services related to gambling or NCAA's banned substances
- You need approval to use the name, symbols, logos, trademarks, facilities, and images associated with Duke University in accordance with the Duke Trademark Licensing policy (see institutional marks information below).
You can find Duke's NIL policy at www.goduke.com/feature/nil

Institutional Facilities

For more information about the use of a Duke facility, please contact robert.weiseman@duke.edu. Include information about your request, including: which facility you would like to use, the date, the length of time, a summary of the event, the age of participants (if applicable), and, for camps or lessons, whether you have insurance. Please remember that videos and photo shoots for NIL purposes may not take place on campus without Duke University approval.

Institutional Marks/Logos

Student-athletes may request use of name, symbols, logos, trademarks, facilities, and images associated with Duke University by completing the "NIL - Duke Licensing Request" form via ARMS. Marks/logos can only be used with permission by Duke University. More information on the Duke Trademark Licensing policy is available [here](#).

Institutional Memorabilia

In accordance with NCAA Bylaw 16.11.2.4 (Items Received for Participation in Intercollegiate Athletics), an item received for participation in intercollegiate athletics may not be sold or exchanged or assigned for another item of value. Student-athletes may only autograph and sell items they have purchased.

Disclosure

As of July 1, 2025, any NIL deal from a company or individual totaling \$600 or more must be disclosed via the NIL Go platform (www.nilgo.com). Prior to accepting any form of compensation, the NIL deal must first be logged within 5 days of deal execution and approved by NIL Go. Click [here](#) for more information on disclosing NIL deals.

Taxes

Compensation received from NIL deals may be subject to taxes, whether cash or gift in kind. Please consult a tax professional for best practices.

Education

Duke Athletics, in partnership with Altius Sports Partners, Influencer, the Future Initiative, and Innovation & Entrepreneurship, is providing its student athletes with ongoing education and resources to assist in capitalizing on NIL opportunities. Additionally, Duke launched the Blue Devil Exchange in August 2022 to provide commercial enterprises with a customized portal for communicating with student-athletes. NIL resources may be found at <https://go.canvas.duke.edu>

Prohibited Categories

Student-athletes may not be involved in NIL activities that promote products or services related to gambling or NCAA banned substances ([PDF](#)).

International Students

International student-athletes may be restricted from earning compensation for NIL activities by their student visa requirements. To avoid potential immigration issues, international student athletes are encouraged to contact Duke Visa Services.

Agents

A Duke student-athlete may obtain professional representation by an athlete agent, attorney, or financial advisor who is engaged by the student-athlete for the purpose of securing payments for the use of the student-athlete's NIL, or otherwise advising the student-athlete concerning NIL. Any such agent, attorney, or financial advisor must be registered with Duke University ([PDF](#)), and, to the extent required by North Carolina General Statutes Chapter 78, by the state of North Carolina. Representatives must also comply with the federal Sports Agent Responsibility and Trust Act, as applicable. All representation must be disclosed by student-athletes to Duke University through the "NIL Agent Disclosure" form via ARMS.

Communications & Media Relations

A high-profile athletics program such as Duke's attracts extensive media coverage. The Duke Communications unit exists to help student-athletes and coaches cooperate with members of the media in an efficient manner.

Duke student-athletes typically make excellent spokespersons for all the university represents. Therefore, we encourage you to interact with media members whenever possible. The Communications staff understands and appreciates the many demands on your time, further emphasizing the benefit of an open relationship between you and the Communications staff when it comes to media access. Each of our varsity teams at Duke has a dedicated staff member in Communications to handle media requests.

Interview Policies – as a responsible student-athlete, you may speak directly to members of the media if you choose to do so. Official interviews (those in which you are speaking on behalf of your team, Duke, or Duke Athletics) should be arranged through the Communications contact. In those cases, the contact will ask the media to arrange a time for an interview that is convenient for you. The Communications contact normally schedules interviews before or after practice sessions so as not to interfere with the student's time away from athletics. The location is usually the Communications office or the practice site. For post-game interviews, we advise media to respect at least a 10-minute waiting period after the conclusion of the event so that student-athletes can be available to their coaches, trainers, and teammates during that time. The rules vary from sport to sport to ensure equal access to media members.

Representatives of the media are discouraged from contacting Duke student-athletes directly via cell phone, email or social media direct messaging for interviews or comments. The Communications office has a strict policy of NEVER distributing student-athletes' phone numbers without prior approval. If a reporter calls your cell phone, you should instruct them to contact the Communications office.

Tips to make interviews more enjoyable – Relax and have fun. The media always appreciate honest answers and you'll feel more comfortable just being yourself. Always remember that others may perceive that you are not only representing yourself, but your coach, your team, and your school.

Be prompt. When we set up an interview for you, we expect you to keep your appointment. If a problem arises, call us. There is nothing more distressing for the athletics staff and embarrassing for the university and your program than to have media members waiting for your appearance.

You can say "no." Most of your interviews will come about because of success. On occasion, however, you may be asked about a situation that is delicate or controversial. Remember that you have the right not to discuss a particular subject. Be polite, but firm. Say "I'd rather not discuss that subject." Use the Communications staff as a sounding board if you are uncomfortable with certain subjects.

Be quotable. You can develop a reputation as a good interview by being creative and quotable without being outrageous. Remember that your opponents already have plenty of motivation. There's no reason to say anything that will provide them with more.

You can improve. If you're interested in improving your ability to handle interviews or public speaking situations, we can help you. Our business is dealing with the media, so make use of the Communications staff. You can be effective in interview situations if you know what you're doing.

Positive interaction between Duke student-athletes and the media is important to the university, but this is relative. You will never be asked to miss class or postpone schoolwork to conduct an interview.

In an interview, you are encouraged to be open, honest, and prudent. Avoid situations in which you are speaking "off the record." Information obtained in these circumstances very rarely remains off the record.

Social Media Guidelines for Student-Athletes

Social media is a powerful tool for self-expression, connecting with friends, and building your personal brand. Duke values free expression and seeks to protect that right. Platforms like TikTok, Snapchat, Instagram, X (formerly Twitter), and Facebook offer opportunities, but there are important considerations when shaping your online presence.

Key Principles for Social Media Use

1. Be authentic

- Use your real name and, when appropriate, include your team, department, or role.
- Choose an identifiable profile photo.
- Do not share sensitive, confidential, or proprietary information (e.g., medical information, eligibility status, schedules, or internal department matters). Follow federal regulations such as FERPA and HIPAA, and [Duke's Confidentiality Agreement](#).

2. Be intentional

- Think about your personal brand and audience.
- Avoid criticizing teammates, coaches, or officials. Do not engage with trolls.
- Remember: Employers, sponsors, and NIL partners review social media activity.

3. Be smart

- Nothing is ever truly private online. Content can resurface years later.
- Do not share personal details such as your address, phone number, class schedule, or passwords.
- Be alert to threats like hacking or impersonation. Once posted, content is out of your control.

4. Be engaging

- Add value to your community.
- Post consistently and show your personality.

5. Be respectful

- Posts may be seen as representing Duke. Avoid inappropriate or controversial content.
- Respect copyright and trademark laws. Credit creators and only share content you have permission to use.

Sanctionable Content

Posting content that depicts or encourages unlawful, unsafe, or inappropriate behavior may lead to sanctions. This includes:

- Personal use of alcohol or drugs (e.g., photos or videos of solo cups, beer cans, liquor bottles, shot glasses).
- Drug-related activities or condoning drug-related activities (e.g., personal use of marijuana and drug paraphernalia).
- Content of an overtly sexual nature (e.g., sexual acts, nude imagery of yourself or others, links to pornographic websites).
- Unsportsmanlike, derogatory, demeaning, or threatening comments (e.g., derogatory comments about another institution, taunting comments aimed at a student-athlete, coach, or team, racial, religious, or sexual epithets).
- Depicting or encouraging unacceptable, violent, or illegal activities (e.g., assault, hazing, discrimination, gambling, fighting, vandalism, academic dishonesty, underage drinking, illegal drug use).
- Violating ACC or NCAA rules (e.g., commenting publicly about a prospective student-athlete, providing information related to sports wagering activities, soliciting

impermissible extra benefits).

- Sharing sensitive or proprietary information (e.g., tentative or future team schedules, student-athlete medical information, eligibility status, travel plans/itineraries, class schedules).

Who You Represent

Your actions reflect not only yourself but also:

- Family
- Hometown
- Friends
- Duke University and alumni
- Professors and classmates
- Coaches
- Support Staff
- Teammates

Social Media Resources and Support

INFLCR Partnership

Duke partners with INFLCR, a content management and NIL platform. Student-athletes can access photos, videos, and graphics to share, and connect with brands through the Local Exchange. INFLCR also assists with Instagram verification.

For help with verification, contact:

Bri Shaw, Associate Director of Social Media

briana.shaw@duke.edu

Instagram Verification: Best Practices

1. Use your first and last name.
2. Select a clear profile photo (ideally in uniform).
3. List Duke and your sport in your bio.
4. Build a following of at least 2,000.
5. Convert to a business account linked to a Facebook page.
6. Post regularly.

Visit [Influencer Athlete Certification](#) for courses and details.

Crisis Management

If your account is hacked, impersonated, or if you face harassment or content misuse, contact your team's social media manager for guidance and assistance.

Reporting Misconduct

To report discrimination or harassment, contact Duke's Office for Institutional Equity (OIE): (919) 684-8222

oie.duke.edu/discrimination

Other resources

- [Office for Institutional Equity](#)
- [Center for Sexual and Gender Diversity](#)
- [Athlete Ally](#)

NCAA and ACC Regulations/Compliance Information

As a member of the National Collegiate Athletics Association (NCAA) and the Atlantic Coast Conference (ACC), Duke is committed to upholding rules of fair play and complying with NCAA regulations. The Compliance Office staff is responsible for maintaining compliance with national and conference rules. Please contact our staff if you have any questions or concerns about your eligibility or any other issues related to the rules governing college athletics.

Complimentary Admissions Policy

Under NCAA rules, student-athletes are eligible to receive up to four complimentary admissions for each regular season contest in their sport and up to six for each post-season contest in their sport (i.e., conference championship, NCAA Championship, or bowl game). The full number of complimentary admissions may not be available for all contests. Per NCAA regulations, complimentary admissions may not be sold or traded for any item of value, and all complimentary admissions must be provided via a pass list (no hard tickets may be issued).

Should a student-athlete not utilize all of their designated complimentary admissions for a contest, they are permitted to provide remaining admissions to a teammate, who may then designate the recipients. By designating recipients of your complimentary admissions, you agree to abide by the NCAA regulations stated above. Student-athletes may not obtain additional complimentary admissions from Duke personnel (e.g., coach, manager, support staff member, etc.). Duke Athletics is required to comply with and enforce NCAA rules; therefore, violations of these regulations will result in penalties ranging from loss of ticket privileges for one or more contests to suspension from the team and the loss of athletics financial aid.

Gambling

Gambling is an enormous industry in this country. Every year, billions of dollars are wagered on sports. With this amount of money at stake, bettors place a premium on anything that will give them an edge, particularly inside information. Be careful. You should not reveal the medical conditions or injuries to persons outside of the Duke Athletics program based on privacy considerations associated with personal medical conditions, and the need to ensure that teams with whom we compete do not obtain medical information about our student-athletes. This restriction does not apply to information that is generally known, nor does it prohibit student-athletes from discussing general medical issues and concerns with third parties, provided such discussions do not identify the physical or medical condition of specific or named student-athletes. Be especially wary of phone calls seeking information about injuries, weather, or any other factor that could affect the outcome of a game. You could lose your eligibility for placing or accepting a bet – even in a state or country in which betting is legal – or for giving information to gamblers.

Athletics Eligibility

In order to participate in intercollegiate athletics, you must meet NCAA athletics eligibility rules. You lose your NCAA eligibility if you sign a contract to play professional athletics, enter into a verbal or written agreement with, or accept any benefits from, a professional sports agent, compete on a professional team, or accept reimbursement or pay from a professional sports organization. Note, an individual may receive compensation for the use of the individual's name, image, and likeness, which may be secured or compensated based, in whole or in part, on athletics skill or reputation. Exceptions to agent rules are outlined in the Name, Image, and Likeness section of this handbook. The rules governing athletics eligibility are complicated, and your eligibility to compete for Duke is at stake. If you have doubts or questions about any situation, check with the Compliance Office.

Civic Engagement

Each team, through a collaborative process involving student-athletes, coaches, and senior athletics department staff members, shall develop civic engagement policies to ensure student-athletes are provided adequate opportunities, resources, and programming to participate in civic engagement activities. All countable athletically related activities (CARA) shall be prohibited on the first Tuesday after the first Monday in November. A team that is participating in the segment of the playing season that concludes with the NCAA championship may engage in countable athletically related activities on the first Tuesday after the first Monday in November, provided student-athletes are given a day off from countable athletically related activities to participate in civic engagement activities and programming within 15 days before or after the first Tuesday after the first Monday in November.

Redshirt/Medical Hardship

These two terms, which are frequently used interchangeably, refer to two entirely different ways of maintaining eligibility through five years of competition. "Redshirting" refers to the practice of intentionally holding a student-athlete out of competition for an entire season. Since all student-athletes have five years in which to use their four years of eligibility, this means that the student may be a sophomore academically, and yet still have four years of athletics eligibility remaining. Only in the sport of football may a student-athlete may compete in up to four contests in a season without using a season of competition. Only in the sport of wrestling may a student-athlete may compete in up to five dates of competition during the student-athlete's initial year of college enrollment without using a season of competition.

"Medical Hardship" refers to gaining back a year of eligibility (after having competed) due to suffering a season-ending injury or illness. Student-athletes are eligible to apply for a medical hardship waiver if their injury occurred in the first half of the season and they had not competed in more than three contests or 30 percent of the maximum number of contests or dates of competition for that sport (whichever is greater). If you become eligible for a medical hardship waiver, you should consult with your coach, athletic trainer, or the Compliance Office to begin the process of applying for the waiver through the Atlantic Coast Conference.

Medical Disqualification/Non-Counters

A student-athlete who becomes injured or ill to the point that he/she will never again participate in intercollegiate athletics may become “medically disqualified” as determined by a treating physician. If the student-athlete receives athletics aid, he/she may continue to receive such aid and the aid shall not count against institutional team limits beginning with the academic year following the incapacitating injury or illness. Prior to this official designation being made, the Medical Non-Counter Form must be completed and signed by all applicable parties.

Playing and Practice Season Limitations

There are limits on what can be required of you by your coach. During the in-season segment, you cannot spend more than 20 hours per week or four hours per day on *required* countable athletically-related activities, known as CARA (e.g., practice, conditioning, meetings, film study, and weightlifting). In addition, you must be granted one day off each week. In the out-of-season segment, you cannot be required to spend more than eight hours per week on CARA. In sports other than Football, no more than four of those eight hours can be spent on skill instruction or film review. In Football, no more than two of those eight hours may be spent on film review and walk-throughs. In the out-of-season segment, you must be granted two days off each week. Some exceptions to these rules apply. Please contact the Compliance Office if you have any questions or concerns.

Transfers

If you are interested in exploring transfer options, you may initiate the NCAA’s “notification of transfer” process by providing the Compliance Office with a written notification of transfer through the submission of a “Transfer Notification Form” in Teamworks Compliance+Recruiting (formerly ARMS). Your name will be entered into the national transfer database (commonly referred to as the “transfer portal”) within two business days of receipt of your submission of the Transfer Notification Form only during a student-athlete’s transfer window (unless the student meets a legislated exception). An athletics staff member at another institution will be permitted to contact you once your name is entered into the transfer portal database.

In general, a student-athlete who submits the Transfer Notification Form will retain access to Duke Athletics academic support and medical services for the duration of the semester in which he/she makes the request. However, in some instances, the Department of Athletics may deny access. In those instances, the Department of Athletics must notify the Faculty Athletics Representative of the denial and the reason(s) for it. The Head Coach in the student-athlete’s sport may decide, at his/her sole discretion, whether to allow the student-athlete to continue to participate in team activities (e.g., practice, competition, team meals, team travel, etc.) and/or maintain access to any athletics facilities not open to all Duke students. Your athletics scholarship may be reduced or canceled at the end of the regular academic term in which written notice is received.

Section III: Athletic Medicine/Sport Performance/Nutrition

Duke Athletic Medicine Policies and Procedures Overview

Athletic Medicine

The Athletic Medicine Department is a healthcare team made up of multidisciplinary professionals who provide a unique service dedicated to the specific medical needs of Duke Student-Athletes. The staff is comprised of full-time certified athletic trainers, physical therapists, and team physicians who are advocates and provide care for student-athlete's health and welfare. The role of athletic trainers is to provide care and management of injuries and illnesses including: prevention, evaluation, management and rehabilitation. In conjunction with the orthopedic and medical staff, Duke Athletics employs a team of registered dietitians and certified Behavioral Health Specialists. Each varsity sport at Duke has access to all of these Athletic Medicine services.

Duke Athletics has three full-time athletic training rooms on Duke's West Campus as well as three satellite athletic training rooms that are sport specific on East Campus. The following facilities are on West Campus:

- **Scott Family Performance Center- Murray Athletic Training Room** - Serves as the main hub for Athletic Medicine. This is the primary facility for Olympic sports where student-athletes can make appointments through their athletic trainer. Murray is staffed by 13 full-time Certified Athletic Trainers, 4 certified athletic training fellows, and 4 full-time physical therapists. All student-athletes have access to the Murray Athletic Training Room during regular business hours 8:00am-6:30pm Monday-Friday while classes are in session. During summer break and holidays, athletic training room hours may be adjusted and will be posted. Special arrangements and appointments outside of these times can be arranged with student-athlete's respective athletic trainer. **We kindly ask that you notify your team athletic trainer before coming to the facility so we can ensure staff are available and you receive care in a timely manner.**
- **Schwartz Butters / Cameron Athletic Training Room** - Designated for the care and treatment of the Men's and Women's Basketball.
- **Yoh Football Athletic Training Room** - Designated for treatment and care of the Football team as well as a physical therapy facility for designated student-athletes.

Physician Access & Referrals

Duke Athletic Medicine works in conjunction with the Duke Sport Science Institute to provide collaborative care with primary care physicians and orthopedic surgeons as well as utilizing the Duke University Health System (DUHS).

Primary care physicians have clinic hours in Murray Athletic Training Room Monday through Friday from 1:30pm - 5:00pm by **appointment only** while classes are in session. Appointments can be made through the respective team athletic trainer. The availability of this clinic is occasionally limited by team travel, conferences, or other obligations. All illness and injury should be reported immediately to team athletic trainer. Physician referrals and plan of care will then be managed through the Athletic Medicine Staff.

In order to maintain continuity of care and to keep Athletic Medicine Staff aware of any medical issues that may arise, primary care physicians and athletic trainers should be informed of any treatment, imaging, medical care, or emergency room visits that occur after hours or while out of town during school recesses.

Pre-Participation Physical Exams

All student-athletes are required to have a physical examination through Duke Athletic Medicine prior to the beginning of each year of participation. Student-athletes must be cleared by a Duke team physician to be eligible for participation and complete all necessary testing and evaluations including NCAA mandated sickle cell screening, concussion baseline testing, and cardiac screening. Physicals will be coordinated by Athletic Medicine Staff.

- Fall Olympic sports will have their respective physicals coordinated with the team's annual report date. Head coaches will inform student-athletes of the date, time, and location of your physical prior to the beginning of practice.
- All other Olympic sports will have their physicals on the *Sunday prior to the start of undergrad classes*; you should plan on returning to campus prior to noon on that day.
- Football & Basketball physicals will be arranged by respective Athletic Medicine Staff.

Athletic Medicine Specialty Programs

Duke Athletic Medicine has specialized programs developed to address current athletic healthcare issues. These programs are designed to provide cutting edge and innovative care for some of the biggest concerns in sports medicine today. These programs include but are not limited to Duke Athletics concussion protocol and return to play program, intensive programs dedicated to sickle cell trait management, cardiac screening, diabetes management and support, student-athletes cancer support group, injured athlete support group and a variety of other mental health and wellness centered programs. These programs utilize experts on campus and in the Duke medical community to manage student-athlete needs. **Contact your team athletic trainer for more information.**

Insurance Coverage

All students are required to maintain adequate medical insurance during their enrollment at Duke University. The university offers a Student Medical Insurance Policy (SMIP) through Blue Cross Blue Shield (BCBS) to all students enrolled in classes. Students who deny enrollment in the SMIP are required by the university to submit their current primary insurance information.

Acceptance by the university of current personal insurance does not necessarily mean individual has full coverage for all medical needs in North Carolina, rather, current personal insurance provides adequate coverage for **emergent situations**. It is important to notify and clarify coverage specifics with your primary insurance provider. If the primary insurance is denied by the university, enrollment into the student health insurance is mandated. Enrolling in Duke Student Medical Insurance Policy is recommended by the Duke Athletic Medicine Department if student's personal medical insurance does not provide robust coverage in North Carolina.

This policy provides excellent coverage within the Duke University Health System (DUHS) and other local providers. Student-athletes will be spending most of the calendar year in Durham;

therefore, it is important to make sure they are properly covered in North Carolina. The BCBS policy will help cover non-athletically related expenses that may be incurred while at Duke. Full explanation of benefits for these services can be found on the Student Health website.

Please reference the below section for coverage of medical costs provided by Duke Athletics. For all bills incurred related to athletic injury, the student-athletes primary insurance will be billed first, and Duke Athletics will cover remaining balance. It is vital that all bills received by student-athletes for qualifying expenses are submitted to team athletic trainer **as soon as possible**.

Duke Athletics Coverage of Medical Costs

The primary insurance coverage for all medical costs will be the student-athlete's personal insurance policy. All bills for remaining balances will be sent to the address on file with DUHS; often this address is a student-athlete's permanent residence or parent/guardian's home. That bill should then be submitted to Athletic Medicine Staff for prompt payment.

- *Athletic Related Injuries*

Duke Athletics is only financially responsible for injuries that occur during participation in supervised and officially sponsored activities on behalf of the university. It is the responsibility of the student-athlete to report their injuries to Athletic Medicine Staff to receive prompt medical care. Duke Athletics does not guarantee payment for any medical services obtained without knowledge or pre-approval by the Duke Athletic Medicine Staff. Medical bills will be generated for any service(s) completed through DUHS; those services include but are not limited to physician's visits, imaging, lab work, and physical therapy services.

- *Non-Athletic Related Injuries and Illnesses*

Duke Athletics is not automatically financially responsible for any pre-existing conditions, non-athletic injuries or general medical illnesses which may develop for student-athletes. Coverage for non-athletic injuries or illnesses will be determined on a case-by-case basis after an evaluation and approval process has been completed by Duke Athletic Medicine. Treatment and care for non-athletic injuries and illnesses can/will be coordinated by Athletic Medicine, if necessary, but financial responsibility for this care falls upon the student-athlete and their parent(s)/guardian if not otherwise previously approved. This makes it extremely important to verify that your personal insurance provides coverage in North Carolina and at Duke University prior to arrival on campus should a case such as this arise.

- *Surgery*

Injuries which require surgical intervention will be treated by Duke Athletic Medicine team physicians or referred specialists and completed through the Duke University Health System (DUHS). There are select cases in which referral outside the system may be directed by a Duke team physician. In these cases, the team's athletic trainer will be notified of the outside referral and a written coverage agreement associated with the out-of-network surgery will be approved by the Executive Director of Athletic Medicine prior to service. Consistent with the rest of this Disclosure, the primary insurance used for costs will be the personal policy of the student-athlete with remaining balance covered when bills are turned in to the team's athletic trainer.

Cases in which a student-athlete desires to have a procedure or surgery completed outside DUHS, all expenses incurred will be the sole responsibility of the student-athlete and/or their parent/guardian. Additionally, if surgery is performed outside of DUHS, the student-athlete is responsible for requesting a copy of all medical documentation including all physician notes, imaging, and surgical notes to be kept on file with Athletic Medicine. No post-operative care or rehabilitation can be provided before all the appropriate medical records are received.

- *Second Opinions*

It is the right of any patient to request a second opinion. Duke Athletics will only be financially responsible for second opinions obtained within the DUHS network of providers and coordinated through the team's athletic trainer. Second opinions obtained outside of DUHS are the sole financial responsibility of the student-athlete and their parent(s)/guardian. The student-athlete must request a copy of all medical documentation to be kept on file with Athletic Medicine and for reference including doctor notes, imaging and treatment recommendations. If an individual has sought care outside of DUHS, Duke Athletic Medicine team physicians will have indisputable authority pertaining to sport participation at Duke.

- *Immunizations*

Duke Athletics is not financially responsible for any immunizations that may be required by the university or university-sponsored travel programs. Immunizations should be obtained prior to arrival on campus. Records of immunizations are managed by Student Health and should not be sent to the Athletic Department. More information about immunizations can be found in communications from the university. Information about immunizations is also included in the Student Health "Blue Book" you have received or will be receiving soon from the university.

In addition, Duke Student-Athletes are covered by a catastrophic injury policy held by the Department of Athletics which provides coverage in case of a catastrophic injury and/or death that occurs during practice or a competition. All student-athletes are also covered by travel insurance which provides coverage in case of an accident occurring while you are traveling with the team to or from a site of competition.

- *Medical Retirements/Medical Hardships/Medical Non-Counters*

On rare occasions student-athletes may become "injured or ill to the point that they apparently will never be able to participate in intercollegiate athletics again." If this situation arises, a medical retirement process can be initiated by the Duke athletic medicine or behavioral health staff.

Hospital and Provider Bills

If you are injured during athletic participation and receive a bill from the medical facility or physician you were treated, **send this documentation to your team's athletic trainer(s) as soon as possible**. This will ensure that the bill will be processed correctly and keeps the bill from going into collections. Due to privacy laws surrounding personal health information, student-athletes are responsible for providing these documents to their athletic trainer as the Athletic Medicine Staff is not permitted to obtain bills directly from providers or facilities. If a bill is not sent to the team's athletic trainer, the bill cannot be processed for payment with Duke Athletics and will be at risk of being sent to collections.

Outstanding bills can also be found on student-athlete bursar accounts or Duke MyChart. Bills are processed through the Duke University Health System (DUHS) accounting and billing department therefore your account may not reflect payment right away. If a repeat bill is sent to a student-athlete or parent, please continue to send copy to Athletic Medicine Staff.

Athletic Training Room Rules for Student-Athletes

1. All student-athletes must shower with soap & water prior to treatment/evaluation, this includes ice baths and foam rolling.
2. Horseplay, vulgar language and unruly behavior are strictly prohibited.
3. Leave all equipment and personal items in your locker rooms or place them in the storage cubbies located at the main entrance to the athletic training room.
4. Cell phones are **NOT** permitted in the athletic training room; this includes the use of headphones for music.
5. Make sure you are properly dressed in team issued athletic apparel when receiving treatment or in rehab. “street clothes” including jeans, dresses, or other university apparel is not permitted.
6. All supplies stay in the athletic training room (tape, wraps, weights, towels etc.) unless you have permission from a member of the athletic training staff.
7. Athletic training room is a place for student-athletes to come and receive treatment and recover. It is not a social setting. If you are not there for a specific purpose, you will be asked to leave.
8. No food or drink (except water) will be allowed in the athletic training room.
9. Respect the facility. Clean up after yourself. If you use something, put it away. Anything you bring in with you (including water bottles) should leave with you.
10. Cardio equipment is for treatment and rehab ONLY.
11. Respect your teammate’s privacy; do not share medical information about teammates with anyone. No social media regarding injuries. The athletic training room is for student-athletes only. Please refrain from bringing friends and family members to the training room without a pre-scheduled appointment.

Hydrotherapy Room Rules

1. All student-athletes must shower before use.
2. Student-athletes must bring their own towels.
3. Appropriate dress required: clean shorts or compression shorts, sports bras.
 - a. NO white spandex or shorts.
4. Tubs are for therapeutic use ONLY. All student-athletes should check in with AT prior to use.
5. No food or drinks allowed in the hydrotherapy room, only water.
6. All open (wet) wounds must be covered by AT prior to use.
7. Absolutely no electronics at any time. Sports Performance Weight Room Policies

Sports Performance Weight Room Policies

1. Weight rooms should be kept neat and clean at all times. Please wipe down equipment after use.
2. Weight equipment should be used safely, according to industry training standards.
3. It is important to maintain an environment conducive to everyone being comfortable, learning and training. Profanity is not to be used during workouts. Profanity towards other student-athletes, sports coaches or other staff members is strictly prohibited.
4. Sports Performance Staff is in charge of the volume and overall music choice for each team. At no point should student-athletes have access to the AV system.
5. Student-athletes are never allowed to train in the weight room unsupervised, nor should a sport coach or other department personnel give access to student-athletes to open the weight room for training. Both acts are unsafe and will result in the Department and University being held liable if a student-athlete is injured. If there are student-athletes in the weight room training outside of team lifting time, the sports performance coach must be present.
6. Student-athletes must wear Duke-issued training gear (if made available by their respective team), or other exercise-appropriate clothing not displaying any other college or university, or any inappropriate language or themes.
7. Student-Athletes should utilize the Sports Medicine Staff prior to coming to a lift, conditioning or training session injured.
8. Food and drinks (other than water or Gatorade in approved bottles) are not permitted DURING the workouts.
9. Bags, backpacks and sports gear should be left in the locker-room or neatly placed in the provided cubbies or shelves during lifts.
10. Cell phones are not permitted during training sessions.
11. Spitting in/on any indoor facility or equipment is strictly prohibited.
12. Lower Body Wear: Athletes are required to wear shorts of appropriate length, sweat pants, or tights. All lower body wear is to be worn at the appropriate position on the body, not low or sagging.
13. Upper Body Wear: T-Shirts, sweats, and unaltered tank tops (reversible) are permitted. Shirts must be worn at all times during workouts.

It is your privilege, not your right, to use the weight room. Failure to follow any of the above policies could result in loss of training facility privileges or expulsion from the facilities.

All policies and procedures apply to the three varsity sports performance training facilities on campus:

Football: Yoh Football Center

Olympic Sports: Scott Family Performance Center

Men's and Women's Basketball: Krzyzewski Center

Operational Procedures – Health and Safety

1. Gum is never allowed during training sessions, as it presents a safety hazard.
2. Appropriate training gear is required at all times (see general department policies).
3. All jewelry should be removed prior to the beginning of training sessions and stored with other personal items in designated areas of the room. At no time should clothing, jewelry, or other accessories present a safety hazard to an individual's workout.
4. Headphones are not allowed in the training room during training sessions.
5. Long hair should be secured as necessary to avoid safety issues during training sessions.
6. Lifting platforms will be cleared of any unnecessary equipment before exercises are performed, to minimize safety risks throughout training sessions.
7. Spotting safety procedures for various exercises will be explained and taught to all student athletes by their sports performance coach.

Operational Procedures – Cleanliness and Care of the Facility

1. All student-athletes will clean up their own respective training areas and equipment at the end of their workouts and will leave the space cleaner than they found it. Sports Performance coaches will inspect areas prior to the beginning of the next training session and are responsible for any remaining cleaning that their own team(s) left unfinished.
2. Student-athletes will wear athletic shoes (and team-issued shoes when available) for workouts, unless specifically instructed otherwise by their sports performance coach. Shoes will be cleaned and dried before student-athletes walk into the facility. Individuals are responsible for cleaning up any grass, dirt, or other debris they track into the facility on their shoes.
3. Personal items brought into the facility at the beginning of workouts will be stored in areas designated by the sports performance staff, which will not inhibit the safety, efficiency, and effectiveness of training sessions. Mobile phones will be silenced and stored, and will not be used for any reason during training sessions, other than in emergency situations, or if approved for other purposes by the sports performance staff.
4. Pre- and post-workout food will not be consumed in the training areas of the facility but may be allowed in areas designated by the sports performance staff that do not interfere with training sessions. All pre-workout food will be finished before training sessions start and will be cleaned up appropriately. Food should never be consumed on the turf.
5. Water bottles are allowed in training areas throughout the facility, and student-athletes are encouraged to hydrate frequently throughout their workouts. Each individual is responsible for cleaning up any spills that occur.

Duke Sports Nutrition

Mission Statement

The mission of the Duke Sports Nutrition Department is to foster an environment that promotes optimal fueling for high-performance in sports, academics, and life.

Goals

In order to achieve the above mission, the Duke Sports Nutrition Department has set forth several goals which fall into the following four categories: **Protect**, **Fuel**, **Build**, and **Educate**.

PROTECT

- Enhance immune system & decrease incidence of sick days.
- Decrease incidence of soft tissue injuries.
- Decrease markers of inflammation and muscle soreness.
- Decrease risk of dehydration and heat illness.
- Support recovery from immobilization, concussion, bone injuries and soft tissue injuries.
- Promote healthy relationships with food and identify disordered eating/eating disorders.

FUEL

- Provide the neuromuscular system with the energy it needs to train and compete at a high-level throughout a full year cycle of training/competition for each individual sport.
- Meet energy demands of each specific sport, season, and position.
- Provide proper sources of nutrition to fuel the athletes before and during exercise and promote proper recovery after exercise.
- Provide optimal sources of nutrition to support academic success for student-athletes.

BUILD

- Support adaptations of (dependent on season) hypertrophy/muscle growth, strength, power and speed.
- Support specific body composition goals of the individual athlete and sport.
- Promote faster recovery from surgery.

EDUCATE

- Provide education on the basic nutrition principles to support an overall healthy lifestyle as a collegiate student-athlete.
- Provide education on the sport-specific nutrition principles necessary to support top performance.
- Prevent disordered eating/eating disorders through proper education for athletes, coaches, staff, and administration.
- Promote a “food first” policy and educate on the usage and safety of supplements.
- Promote the use of healthy lifestyle skills that will carry over into life beyond college athletics.

Sports Nutrition Facilities

Blue Devil Fuel Zone (Olympic Sports)

Location: Outside the Scott Family Athletic Performance Center Weight Room

Hours: Monday, Wednesday, Friday 6:30am-4:00pm and Tuesday, Thursday 7am-4:30pm

Available to all Olympic Sport Student-Athletes when classes are in session.

Student-Athletes have 3 points per day for snack items.

Gatorade Recovery Bars (3)

Location: Inside Scott Family Athletic Performance Center Weight Room, Yoh Weight Room, and K Center Weight Room

Hours: Available to Student-Athletes after Sports Performance Training Sessions

Olympic Sport Training Table

Location: Blue Devil Tower

Hours: Monday -Wednesday 5:00-8:00pm

Available to Olympic Sport Student-Athletes when classes are in session.

Dietary Supplements

A dietary supplement is a pill, capsule, tablet, powder, liquid, or other form tended to supplement a whole food diet.

Supplements include:

- a) Vitamins and Minerals
- b) Amino Acids
- c) Herbs/Botanicals (leaves, roots, stems, berries, seeds of plants)
- d) Sports Supplements – protein powders, pre-workouts, etc.

Supplements are not regulated by the FDA – Supplement companies are not required to prove their products' safety, purity or effectiveness before going to market.

What to Look For? → Third Party Testing

1. What is on the label is in the bottle.
2. The product does not contain unsafe levels of contaminants, prohibited substances, or masking agents.
 - a. Tests for substances banned by the NCAA.
3. It is important to know that no supplements come with 100% guaranteed safety.



^^^ Look for these logos to know that the supplement is third party tested ^^^

Check with your Team Dietitian before using any dietary supplement!

Department Services

Team Nutrition Education
Individual Nutrition Counseling
Grocery Store and Dining Hall Tours
Training Table Presence and Education
Monitoring of Gatorade Fuel Bar
Daily Fueling at Blue Devil Fuel Zone
Hydration Assistance and Education
Vitamin/Supplement Education and Provision
Social Media Resources (Follow Blue Devil Fuel on Instagram @Dukesportsnutrition)

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