

## **EDUCATING COACHES ON SPORT INTEGRITY**

### **Project Partners**

**Aristotle University of Thessaloniki (Greece)**

**National University of Physical Education and Sports Bucharest (Romania)**

**International Council for Coaching Excellence (UK)**

**Sheffield Hallam University (UK)**

**Hungarian Coaching Association (Hungary)**

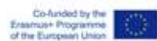
**Coaching Portugal (Portugal)**

**Saval (Finland)**

**Code Fair Play (Greece)**

Slide 1: Introducing Corruption in Sports

## Introducing Corruption in Sports



Briefly discuss the concept of corruption. Discuss why it is considered a threat to sports. Why it is against the ethics of sport. Why efforts should be taken to tackle corruption.

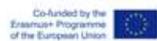
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Slide 2: Corruption in sport

## Corruption in sport

- Any illegal or immoral activity that attempts to deliberately distort the result of a sporting event for the material gain of one or more parties involved in that activity.

Gorse & Chadwick (2010)



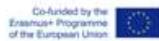
Provide the definition of corruption. Discuss with students their understanding of the term.

Estimated time: 3 min

Slide 3: Common corruption activities

## Common corruption activities

- Doping
- Match fixing
- Gambling
- Bribery
- Points shaving
- Vote rigging
- Undue influence
- Embezzlement



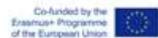
Describe the most common corruption activities. Provide known examples for each corruption activity

Estimated time: 3 min

Slide 4: Consequences of corruption

## Consequences of corruption

- Harming sport people's and public perceptions of sports' morality and ethics
- Deprivation of the unpredictability of the outcome
- Influence of the sporting virtue



Present the consequences of corruption. Discuss with students their importance for the future and public image of sports.

Estimated time: 7 min

Slide 5: Methods to fight corruption

## Methods to fight corruption 1/2

- Transparency
  - Good governance
- Cutting the supply of bribes at source
  - Reduce finance of corrupted organization
- Zero tolerance of corruption
  - Development of legislation
  - Implementation of legislation
- Encouraging whistleblowing
  - Develop platforms
  - Establish a mentality in favor of whistleblowing

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Describe the role of transparency in the fight against corruption. Discuss with students how effective transparency can be in tackling corruption.

Describe the role of cutting the supply of bribes at source in the fight against corruption. Discuss with students how effective cutting the supply of bribes at source can be in tackling corruption.

Describe the role of zero tolerance in the fight against corruption. Discuss with students how effective zero tolerance can be in tackling corruption.

Describe the role of whistleblowing in the fight against corruption. Discuss with students how effective whistleblowing can be in tackling corruption.

Estimated time: 8 min

Slide 6: Methods to fight corruption

## Methods to fight corruption 2/2

- Education
  - Promote the Spirit of Sport
  - Empower sports people to resist corruption

### "Moral Boosting" training

- Ethical leadership decision-making and moral reasoning can be used to combat corrupted activities in sports, and it can be developed through training
- This is a common practice to minimize corrupted activities in organizations outside sports (Elbe & Brand, 2016)

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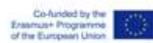
Describe the role of education in the fight against corruption. Discuss with students how effective education can be in tackling corruption.

Estimated time: 3 min

Slide 7: Doping in sports

## Doping in sports

- Violating one or more of the 10 anti-doping rule violations (ADRVs) explained in Article 2.1 through Article 2.10 of the WADA Code (WADA, 2015)



Ask students their understanding of the term doping. Provide the definition of doping. Clarify that doping does not only involve substance use as it is commonly perceived. Instead, doping is the violation of one or more of the 10 ADRVs included in the WADA Code.

Estimated time: 3 min

Slide 8

<b>Article 2.1</b>  Presence of a substance	<b>Article 2.2</b>  Use/attempt to use	<b>Article 2.3</b>  Refusing or evading a test	<b>Article 2.4</b>  Whereabout violation	<b>Article 2.5</b>  Tampering
<b>Article 2.6</b>  Possession	<b>Article 2.7</b>  Administration	<b>Article 2.8</b>  Trafficking	<b>Article 2.9</b>  Complicity	<b>Article 2.10</b>  Prohibited association

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Slide 9: Prohibited substances

## Prohibited substances

- Prohibited List available on [www.wada-ama.org](http://www.wada-ama.org)
- A substance is included in the List if it meets at least
- two of the following criteria:



**Enhances sport performance**

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**Actual or potential health risk**



**Violates the Spirit of Sport**

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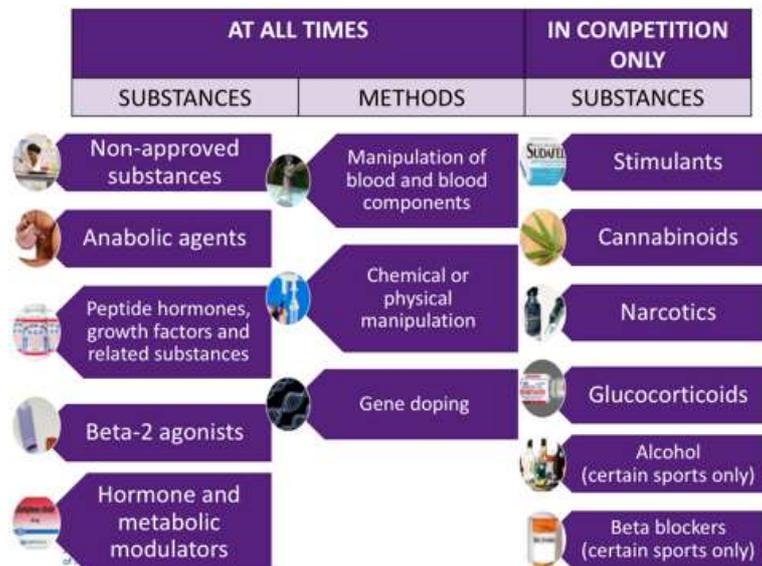
Focus on substance use, as the most common type of doping violation. Present students with the Prohibited List and explain how it is made.

Estimated time: 2 min

Present students the criteria for adding a substance to the List? Explain why each criterion is important and how it relates to the Spirit of Sport.

Estimated time: 3 min

Slide 10



Present students with the most common prohibited substances and methods. Discuss when each substance is prohibited (in-competition, out-of-competition, and in particular sports). Explain why these substances are not prohibited at all times.

Estimated time: 5 min

Slide 11: Strict Liability Principle

## Strict Liability Principle

- The principle of strict liability is applied in situations where urine/blood samples collected from an athlete have produced adverse analytical results.
- An ADVR occurs whenever a prohibited substance is found in bodily specimen, whether or not the athlete intentionally or unintentionally used a prohibited substance or was negligent or otherwise at fault



**ATHLETES ARE RESPONSIBLE  
FOR THE SUBSTANCES FOUND  
IN THEIR BODY**

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Present the students the concept of Strict Liability. Is this principle fair or unfair for athletes? Why?

Estimated time: 3 min

Slide 12: Therapeutic Use Exemption

## Therapeutic Use Exemption

A Therapeutic Use Exemption (TUE) is a procedure that allows an athlete to use, for therapeutic purposes only, an otherwise prohibited substance or method.

- ✓ Athletes who compete at National level or above must apply for their TUE in advance.
- ✓ Athletes competing below National level can apply retroactively if they are tested.

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Present the students the concept of Therapeutic Use Exemption (TUE). Discuss its implications for the athletes.

Estimated time: 5 min

Slide 13: Criteria for Therapeutic Use Exemptions

## Criteria for Therapeutic Use Exemptions

1. There could be impairment to health if treatment is withheld
2. The TUE will not enhance performance other than to return the athlete to a normal state of health
3. No reasonable permitted therapeutic alternatives exist
4. Necessity of use must not result from prior use of a prohibited substance or method

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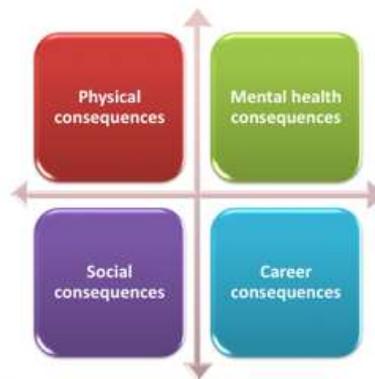


Describe students how a TUE can be obtained. Describe the criteria an athlete must meet in order to obtain a TUE.

Estimated time: 3 min

Slide 14: Consequences of doping use

### Consequences of doping use



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Present the main categories of consequences that a doping user may experience.

Estimated time: 3 min

Slide 15: The case of Flex Wheeler

## The case of Flex Wheeler



- Flex Wheeler, a professional bodybuilder admitted long-terms steroid use
- He developed kidney disease and required transplantation
- He was forced to retire at the age of 37

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Present students the example of Flex Wheeler (or another example relevant to your sport or country). Discuss the health implications of doping.

Estimated time: 5 min

Slide 16: The Krieger case

## The Krieger case



<https://www.youtube.com/watch?v=tRrf24MH2SU>

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The video (approx 8 min long) is mostly self explanatory so little introduction is needed from facilitator. Following the video discuss with the group their thoughts. The discussion should focus on the side effects of doping; i.e., what happens to the body when inserting substances not needed.

Estimated time: 15 min

Slide 17: Mental health effects

## Mental health effects

- Mood swings
- Aggression
- Mania & Depression
- Withdrawal & dependence symptoms
- Suicidality



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Present the mental/psychological side effects of doping use. Present the example of professional American Wrestler Chris Benoit (or an example relevant to your sport or country) who killed his family and was accused for double murder - public opinion attributed his behaviour to steroid use (i.e., uncontrollable aggression also known as "roid rage")

Estimated time: 5 min

Slide 18: Social & career consequences

## Social & career consequences

- Public outcry
- Humiliation
- Career termination
- Legal sanctions



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Present the social/career side effects of doping use. Provide examples of athletes who faced such consequences.

Estimated time: 3 min

Slide 19: The Armstrong case

## The Armstrong case

- Armstrong's children were bullied at school after he publicly admitted doping
- He had to return money to sponsors
- He was on trial for defrauding the Government



[Lance Armstrong interview with Oprah FULL Part 2](#)

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The video is mostly self explanatory so little introduction is needed from facilitator. Following the video discuss with the group their thoughts. The discussion should focus on the social/career side effects of doping; i.e., what happens to doper when he/she gets caught.

Estimated time: 15 min

Slide 20: Summary

## Summary

- Corruption in sport
  - Definition
  - Consequences
  - Methods to fight corruption
- Definition of doping and related behaviors
  - Types of doping
  - The Prohibited List
  - Strict liability and TUE
  - Doping use consequences

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Briefly summarize the most important topics discussed in this session; corruption and doping in sport. Present a take-home message that corruption is a threat to sports, it is illegal and may have severe consequences for the persons involved. Present a take-home message that doping is a corrupted activity and has severe consequences.

Estimated time: 3 min

## Disclaimer notice

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