

## **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)**

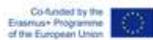
**Coaching Portugal (Portugal)**

**Saval (Finland)**

**Code Fair Play (Greece)**

## Doping in Sports III

Psychological basis of doping use in competitive sports

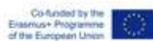
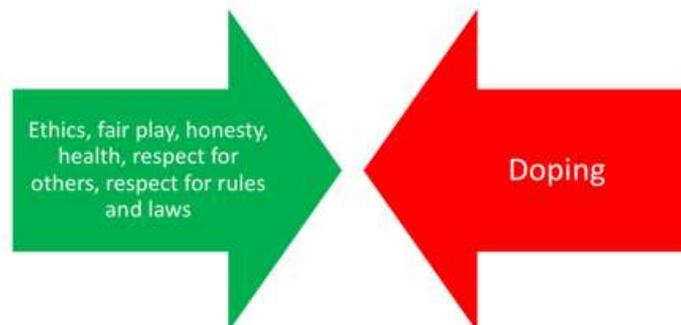


Briefly discuss the need to understand why competitive athletes dope. Probe for the usefulness of such knowledge on the development of anti-doping education and the prevention of doping.

Estimated time: 3 min

Slide 2: Doping vs. spirit of sports

## Doping vs. spirit of sports



Discuss with students about the spirit of sport that includes a wide range of values that reflect sportpersonship. Doping is against many of them, including: Ethics, fair play, honesty, health, respect for others, respect for rules and laws.

Estimated time: 5 min

Slide 3: What we know so far?

## What we know so far?



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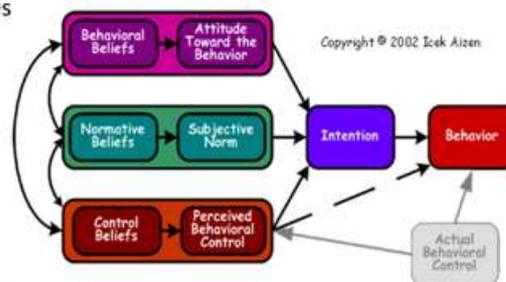
Briefly present students with the areas of psychological inquiry that have been addressed with respect to doping. So far, the psychological study of doping use has identified the following key areas: doping use as an intentional and planned behaviour; the role of motivation and achievement orientations of athletes (e.g., why do they engage in sport? how do they understand, construe and pursue success in sport); norms in the team, family and surrounding social environment; moral reasoning and decision-making; the role of personality and individual differences in doping attitudes, intentions and behavior.

Estimated time: 3 min

Slide 4: Doping as intentional behavior

## Doping as intentional behavior

- Determination to use doping substances
- Evaluation of pros/cons, social support and personal resources/efficacy to successfully access and use doping substances



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Explain students that doping is an intentional behavior. As such, social cognitive theories have been used in order to comprehend the decision making process. The theory of planned behaviour (introduced by Ajzen in 1991) has dominated most research on the "psychological basis" doping use. According to this perspective, doping is seen as a rational, conscious choice determined by one's intentions to use

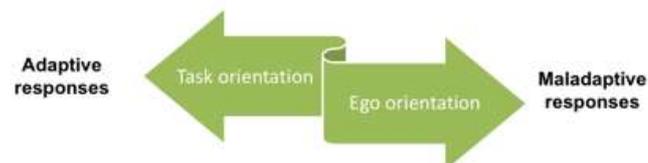
doping substances (and/or methods). In turn, intentions are shaped by attitudes (pros/cons of doping), social norms (whether doping is seen as socially approved and/or prevalent among referent others), and perceived behavioural control (whether the athlete has access to and can successfully use doping substances).

Estimated time: 3 min

Slide 5: Achievement goals & motivation

## Achievement goals & motivation

- Achievement goals as important predictors of goal-striving, academic performance and a wide range of educational outcomes (Senko et al., 2011)
- Achievement Goal Theory (Nicholls, 1984)



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Relevant research on doping demonstrated that motivation can influence the decision to dope. Achievement goal theory is particularly useful in understanding how motivation influences an athlete's decision. Briefly describe to students the basic tenets of achievement goal theory.

Estimated time: 3 min

Slide 6: Social norms

## Social norms

### Injunctive (or subjective) social norms

- ▶ *Deciding to use doping substances will be approved by most fellow athletes who are important to me (or my coach)*

### Descriptive social norms

- ▶ *Most athletes in my sport and at my competitive level would use doping substances if they had the opportunity*

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Describe to students what a normative behavior is; Behavior that is driven by social norms. Describe the two main types of social norms; descriptive and injunctive norms. Descriptive social norms: Perceptions of which behaviors are typically performed by many and similar others. Injunctive social norms: Perceptions of which behaviours

are *typically approved* by significant and referent others. Explain students how 'maladaptive' normative beliefs can be associated with the decision to dope.

Estimated time: 5 min

Slide 7: Social norms

## Social norms

### Injunctive (or subjective) social norms

- ▶ *Avoiding using doping substances will be approved by most fellow athletes who are important to me (or my coach)*

### Descriptive social norms

- ▶ *Most athletes in my sport and at my competitive level would not doping substances if they had the opportunity*



Explain students how 'maladaptive' normative beliefs can be associated with the decision to dope.

Estimated time: 3 min

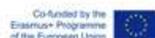
Slide 8: Dopers disengage (morally)

## Dopers disengage (morally)

### Moral disengagement towards doping in competitive athletes is associated with...

- More positive attitudes towards doping use
- Stronger intentions to use doping substances in the future
- Reduced anticipated guilt for future doping use

(Boardley et al., 2017; Hodge et al., 2013; Mallia et al., 2016)



Present research on doping demonstrating that moral reasoning can influence the decision to dope. Moral reasoning is particularly useful in understanding how athlete's cope with the decision to act in an illegitimate and unethical way. Briefly describe to students the basic concepts of social-cognitive theory developed by Bandura (1991) with an emphasis on moral disengagement.

Provide students information on literature investigating the effect of moral disengagement on doping intentions and doping behavior. Several studies have

shown that athletes who morally disengage demonstrate more 'maladaptive' beliefs towards doping.

Estimated time: 5 min

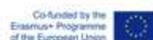
Slide 9: Narratives of moral disengagement and doping

## Narratives of moral disengagement and doping

### Doping-related moral disengagement in team sports:

- *A player cannot say "no" to doping use when the coach or the teammates ask him/her to do it*
- *Doping use is better than betraying your teammates' effort and pursuit for victory*
- *Doping use does not ruin other teams' chances to win, as other teams also use doping*

(Mallia et al., 2016)



Explain students how 'maladaptive' normative beliefs can be associated with the decision to dope. You can access the relevant study and the measure of moral disengagement here:

<https://www.sciencedirect.com/science/article/pii/S1469029216300486>

Estimated time: 3 min

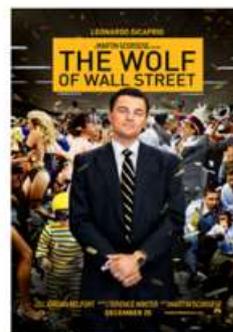
Slide 10: The "doper's" personality

## The "doper's" personality

### "Dark triad" cluster of personality

- Machiavellianism: Being manipulative, corrupt and immoral
- Psychopathy: Showing little empathy for others
- Narcissism: Strong ego and self-entitlement, and vanity

(Paulhus & Williams, 2002)



Present recent research on doping demonstrating that stable personality characteristics are associated with doping. The concept of the 'dark triad' is particularly useful in understanding how athlete's personality can influence the decision to dope. Briefly describe to students the basic concepts of the 'dark triad'.

Estimated time: 3 min

Slide 11: The importance of education

## The importance of education



Explain students that clean sports education is highly important from early ages because it can alert younger generations of athletes and exercisers about the risks and dangers of doping use, as well as effective ways to avoid it. It is essential that such education is based on recent evidence from the behavioural and social sciences about the reasons why people (athletes and exercisers) engage in doping in the first place.

Estimated time: 3 min

Slide 12: Drug testing interventions

## Drug testing interventions

### Student Athlete Testing Using Random Notification

#### (SATURN)

- Reduced the use of illegal recreational and performance enhancement drugs
- Increased most psychological risk factors associated with drug use

(Goldberg et al. 2003, 2007)



Present SATURN as an example of detect and punishment approach. Describe the content of the intervention and the results. Highlight the positive results produced but also focus on the negative results and their impact on their future involvement in sports (i.e., more likely to dope when the threat of a doping control is not apparent).

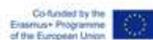
Estimated time: 3 min

Slide 13: Awareness raising interventions

## Awareness raising interventions

### 6 modules overall

- 4 modules on doping control procedures
- 2 modules on self-efficacy to refrain doping use

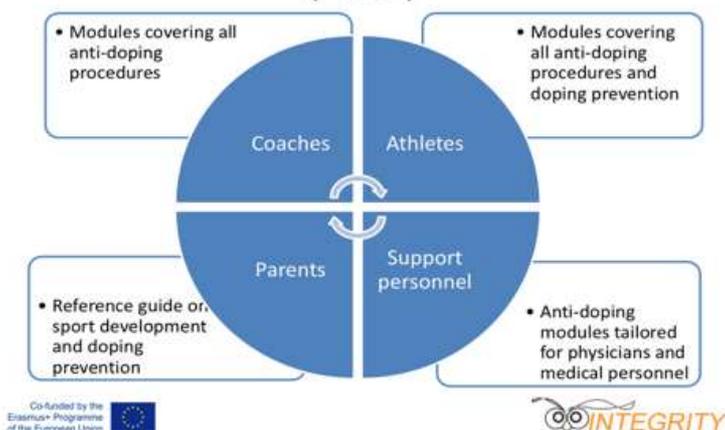


Describe ALPHA as an example of increasing awareness campaign. Probe for the focus on educating about doping control procedures rather than educating athletes not to dope (2 out of 6 modules)

Estimated time: 3 min

Slide 14: Anti-Doping e-Learning platform (Adel)

## Anti-Doping e-Learning platform (Adel)

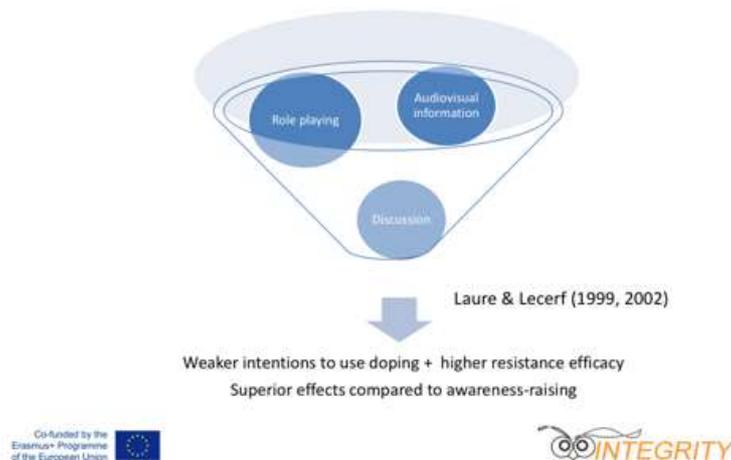


Describe the new platform developed by WADA for anti-doping education. Describe the tool for coaches; focus on the emphasis on doping control procedures. Describe the tool for parents; discuss the need to involve parents in anti-doping education. Describe the tool for sport physicians; discuss the role of sport physicians in the decision to dope.

Estimated time: 3 min.

Slide 15: Education-based interventions

## Education-based interventions



Present the Laure and Lecerf educational interventions and discuss their findings. Focus on the content of the intervention and how it could influence the athletes beliefs about doping.

Estimated time: 3 min

Slide 16: ATLAS & ATHENA

## ATLAS & ATHENA

- **Mode of delivery**
  - Peer-led and coach-facilitated
  - 10 sessions for ATLAS and 8 for ATHENA
  - Female and male athletes are differentially targeted
- **Content of the intervention**
  - Side effects of doping use
  - Risks involved in the excessive and careless use of nutritional supplements
  - Alternative and legitimate performance enhancement methods (e.g., nutrition and dieting)



Describe the delivery mode and content of the ATLAS and ATHENA. Discuss its usability in sports, the content of the interventions, the strengths and weaknesses of these interventions.

Estimated time: 3 min

Slide 17: Ethical decision-making intervention

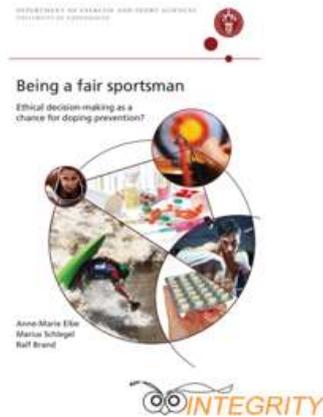
## Ethical decision-making intervention

- Training athletes on ethical-  
decision making against doping
- Trainees are presented with  
doping risk situations/dilemmas  
and are required to make a  
(ethical) choice

[https://www.wada-ama.org/sites/default/files/resources/files/elbe\\_-\\_2008\\_final\\_report.pdf](https://www.wada-ama.org/sites/default/files/resources/files/elbe_-_2008_final_report.pdf)

(Elbe & Brand, 2016)

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This interesting training programme can be accessed here: [https://www.wada-ama.org/sites/default/files/resources/files/elbe\\_-\\_2008\\_final\\_report.pdf](https://www.wada-ama.org/sites/default/files/resources/files/elbe_-_2008_final_report.pdf)  
You may use this resource to have students/trainees think about the practical utility of this training in improving moral stance, moral reasoning and decision-making of athletes and other sport stakeholders in different domains (e.g., match fixing).

Estimated time: 3 min

Slide 18: Evidence-based interventions for competitive sports

## Evidence-based interventions for competitive sports

### SAFEYOU+ Educational tool

1. 8 Themes
  - a) PowerPoint presentations
  - b) Notes for the facilitator
  - c) Supplementary material
2. Mobile application
3. Case studies/PBL scenarios
4. 'How to do it' guide



[www.safeyou.eu](http://www.safeyou.eu)

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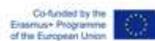
Present the SAFEYOU+ Educational Tool. Present the content of the tool.

Estimated time: 3 min

Slide 19: SAFEYOU+ Themes

## SAFEYOU+ Themes

- Doping is contrary to the Spirit of Sport
- Why athletes don't live by the Spirit of Sport
- Need for doping control in sport
- Enhancing substances and Associated health risks
- Know your supplements and medication
- Social influence and doping
- Is doping a temptation?
- Doping is not a quick performance fix
- Beyond being clean: Athletes' role in protecting clean sport



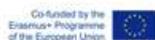
Present the SAFEYOU+ themes. Present the content of each theme and its contribution to the education against doping.

Estimated time: 10 min

Slide 20: VIRTUES program

## VIRTUES program

- 6 sessions intervention
  - Personal agency
  - Moral disengagement
  - Self regulatory efficacy
- Each session lasts 50-60 min
- Face to face and web-delivered interventions



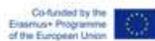
Present the VITUES program. Present the content of the program. Present the VIRTUES sessions. Present the content of each session and its contribution to the education against doping.

Estimated time: 3 min

Slide 21: Anti-doping education for coaches

## Anti-doping education for coaches

- CoachMADE workshops
  - Education on positive motivational practices
  - Use of positive motivational practices to educate athletes about doping
- The program includes 2 3-hour workshops delivered face to face



Present the CoachMADE program. Present the content of the program. Present the CoachMADE workshops. Present the content of each workshop and its contribution to the education against doping.

Estimated time: 3 min

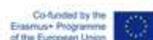
Slide 22: New technologies in the use of anti-doping education

## New technologies in the use of anti-doping education

- **A gamified approach to mitigate doping in sports**



<http://projectgame.phed.auth.gr/>



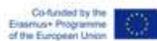
Present a gamified approach in the anti-doping education. Discuss the role of new technologies in anti-doping education. Probe for education suitable to young people.

Estimated time: 3 min

## Slide 23: Summary

### Summary

- A behavioural science approach can help us identify the psychological basis of doping
- Personality, moral reasoning, social norms and motivation/achievement goals are important correlates of doping in competitive athletes
- Anti-doping education tools
  - e.g., ALPHA, ADeL, ATLAS and ATHENA, SAFEYOU+, VIRTUES, CoachMADE, GAME



Briefly summarize the most important topics discussed in this session; gaps and needs in anti-doping education, and existing education based interventions.

Estimated time: 3 min

## Slide 24: Disclaimer notice

### Disclaimer notice

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