



## Teaching Awareness of Ethical Governance in Sport

Topic: 4

### Doping

#### *Overview:*

This lecture introduces students to doping including definition, types of doping, why athletes take drugs and the health consequences of doping. Doping occurs in all sports, at different level of competition, from beginner to performer. Doping is correlating with the efforts of increasing the performance, but in the same time with the reducing of social pressure to gain the competitions, to cope with stress, pain or depression. Doping is more than using drugs, a lot of other methods were developed in the last years, like gene doping or increasing the oxygen transport; also, sometimes doping is correlate with usual drug administration for a medical problems, not necessary for cheating. Ethical issues related to doping and theoretical approaches for explaining doping behaviour are discussed. Interventions and educational programs against doping are presented and recommendations for sport, educational, and governmental bodies are provided. During the session students are involved in discussions and in tasks and activities mainly working in groups dealing with doping related dilemmas.

#### *Aim:*

The aim of the topic is to increase students knowledge and awareness regarding the factors associated with doping and the related health consequences, the ethical issues involved in doping in sport and the anti-doping interventions in school and sport settings.

#### *Objectives:*

By the end of the lecture, seminar and independent study tasks, students will be able to:

- ❖ define doping and its types
- ❖ know why athletes dope
- ❖ describe the effects of doping
- ❖ to explain doping behaviour using respective theoretical approaches
- ❖ discuss ethical issues related to doping
- ❖ suggest interventions and educational programs against doping
- ❖ make ethical decisions regarding doping related dilemmas



*Case Study Compendium:*

- ❖ **Case #1: UK Anti-Doping v Athlete J** (Refusal to submit horse to sample collection - responsibility for testing - rules to have a specific effect it must ensure that the drafting is effective in doing so)
- ❖ **Case #2: UK Anti-Doping v Athlete N** (Presence of Prohibited Substance - aggravating circumstances exist where an athlete attempts to explain doping charges by alleging misconduct by others without adducing evidence to corroborate their allegations)
- ❖ **Case #6: UK Anti-Doping v Player C** (Presence of Prohibited Substance - The lack of anti-doping education is a key concern - ability to fully understand the risks of taking supplements due to absence of respective education may be considered in characterizing a violation as intentional)
- ❖ **Case #8: UK Anti-Doping v Player A** (Possession and Trafficking of Multiple Prohibited Substances - Athletes who retire, or intend to retire, may still be subject to the Anti- Doping Rules - )
- ❖ **Case #11: UK Anti-Doping v Player J** (Presence of Prohibited Substance - There is an onerous personal obligation on Athletes to check the supplements they are taking - Athletes must provide corroborating evidence to demonstrate no Intention to enhance performance through the use of supplements)
- ❖ **Case #16: ITF v Player B** (Refusal to Submit to Blood Sample Collection - Justification for refusal to give a sample - objective evidence)

*Materials Attached:*

List of papers and abstracts

**Week 4 - Things to Do / Independent Study Tasks**

Students are asked to work and discuss the following doping-related dilemmas:

- Think of yourself as coach of high level athlete who has lots of chances to participate in the next Olympic Games. Some months before the Olympic Games the athlete suffering of a serious injury and your doctor suggesting the use of some forbidden steroids (doping substances) as the only way for fast recovery and to secure a winning result. The doctor tries to persuade you that would not be detected by an anti-doping control and the athlete would not have any health problems.
- Think of yourself as high a level athlete who has lots of chances to participate in the next Olympic Games and your coach suggesting the use of doping substances as the only way to secure a winning result. The coach and the doctor try to persuade you that would not be detected by an anti-doping control and would not have any health problems. Emphasis was also given on the benefits (money, glory) that would derive from an Olympic win.

Tasks for students to reflect on:

- Describe two strategies that should increase awareness about doping in athletes and their parents.
- Describe some strategies that should increase awareness about doping in schools and young athletes



- Thing about some strategies in order to inform the general population about the problems of using doping substances in fitness clubs, in recreational sport, in body building etc.

### Resource Handout - Readings and recommended URLs

#### Readings

Elbe, A. M., & Brand, R. (2016). The effect of an ethical decision-making training on young athletes' attitudes toward doping. *Ethics & Behavior*, 26(1), 32-44.

DOI:10.1080/10508422.2014.976864

Barkoukis, V., Lazuras, L., Tsorbatzoudis, H., & Rodafinos, A. (2013). Motivational and social cognitive predictors of doping intentions in elite sports: An integrated approach. *Scandinavian journal of medicine & science in sports*, 23(5), 330-340.

<https://doi.org/10.1111/sms.12068>

Barkoukis, V., Lazuras, L., & Harris, P. R. (2015). The effects of self-affirmation manipulation on decision making about doping use in elite athletes. *Psychology of Sport and Exercise*, 16, 175-181.

Laure, P. & Binsinger, C. (2007). Doping Prevalence among Preadolescent Athletes: A 4-Year Follow-Up. *British Journal of Sports Medicine*, 41, 660-663.

<http://dx.doi.org/10.1136/bjism.2007.035733>

Lazuras, L., Barkoukis, V., Rodafinos, A., & Tsorbatzoudis, H. (2010). Predictors of doping intentions in elite-level athletes: a social cognition approach. *Journal of Sport and Exercise Psychology*, 32(5), 694-710.

Lazuras, L., Barkoukis, V., & Tsorbatzoudis, H. (2015). Toward an integrative model of doping use: an empirical study with adolescent athletes. *Journal of Sport and Exercise Psychology*, 37(1), 37-50.

Morente-Sánchez, J. and Zabala, M. (2013) Doping in Sport: A Review of Elite Athletes' Attitudes, Beliefs, and Knowledge. *Sports Medicine*, 43, 395-411.

<http://dx.doi.org/10.1007/s40279-013-0037-x>

Ntoumanis, N., Ng, J. Y., Barkoukis, V., & Backhouse, S. (2014). Personal and psychosocial predictors of doping use in physical activity settings: a meta-analysis. *Sports Medicine*, 44(11), 1603-1624.

Psouni, S., Zourbanos, N., & Theodorakis, Y. (2015). Attitudes and intentions of Greek athletes and coaches regarding doping. *Health*, 7(09), 1224-1233.

<http://dx.doi.org/10.4236/health.2015.79137>

#### Recommended URLs

World Anti-Doping Agency: <https://www.wada-ama.org/>



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