

# Preventing **DOPING** in Sports



**COACH'S** Guide



Québec 



# Preventing **DOPING** in Sports

**COACH'S**  
COACH'S Guide

## **Research and Text**

André Buist, conseiller

Direction de la promotion de la sécurité

Ministère de l'Éducation, du Loisir et du Sport

Jocelyn East, Consultant auprès du ministère de l'Éducation, du Loisir et du Sport

## **Graphics**

Mac Design

## **Production**

Ministère de l'Éducation, du Loisir et du Sport

## **Production Coordinator**

Lyne Légaré, conseillère en communication

## **English Version**

Direction de la production en langue anglaise

Secteur des services à la communauté anglophone

Ministère de l'Éducation, du Loisir et du Sport

Gouvernement du Québec

Ministère de l'Éducation, du Loisir et du Sport

Legal Deposit—3<sup>rd</sup> Quarter, 2007

ISBN: 978-2-550-51649-1

ISBN PDF: 978-2-550-51650-7

© Gouvernement du Québec, 2007

# Table of Contents

Introduction . . . . .	4
1. The phenomenon of doping . . . . .	6
2. Coaches and intervention strategies . . . . .	8
3. Coaches and anti-doping rules . . . . .	10
4. Why fight against doping? . . . . .	14
5. Doping substances and doping methods . . . . .	18
6. The solution: proper training . . . . .	23
7. Diet and supplements . . . . .	26
8. Body image . . . . .	30
9. Alcohol and street drugs . . . . .	33
10. Questions and answers about doping . . . . .	42
Appendixes . . . . .	46

# Introduction

Most people would agree that sport enhances health and overall personal development. However, the values conveyed in the practice of sport sometimes diverge from the positive values it is supposed to reflect. Modern society influences sport, which is by no means exempt from some of its problems. In a system that flouts the fundamental role of sport and extols victory at any price, abuses in the form of violence, cheating and doping are sometimes regarded as justified. As a result, the supposed benefits of sport can be compromised.

The anti-doping campaign, like the battle against violence and cheating, is part of an extensive movement to protect the concept of sport, including sport itself and its associated values. In adopting the World Anti-Doping Code, the international sporting community and national governments have joined forces with the World Anti-Doping Agency (WADA) to address the scourge of doping, which many consider to be sport's public enemy number one. In March 2006, the leaders of Québec's leisure and sports community came together at the *Forum sur l'éthique en loisir et en sport*. By signing the *Avis sur l'éthique en loisir et en sport*, they demonstrated their support for shared values to be promoted through sporting activities, thereby allowing leisure and sports to play their intended role in society.

Coaches are the common denominator in every sporting activity. They support athletes from the time they start out until they reach the top of their chosen sport. Research has shown the significant influence coaches can have over their athletes. Not only can they help to develop athletic skills, but they also play the role of educator, model and adviser. They educate through the values they convey to their charges; they act as models by behaving in a way that others want to emulate, and by perfecting their own sporting abilities; and they become advisers thanks to the relationship of trust they develop with the athletes for whom they are responsible.

The World Anti-Doping Code encourages the development of a negative attitude towards doping among athletes by entrusting coaches with the job of influencing the athletes' values and behaviours. Because they are in close regular contact with athletes, coaches are the only people who are truly able to educate them on the subject of sport ethics. Coaches are also in a position to react to situations in which the rules of ethics are breached, and can also help their athletes develop a critical mindset that will allow them to make informed choices in difficult situations.

The information and advice contained in this Guide will help coaches to be more effective in this respect. It is therefore important for coaches to use it as a supporting tool. If coaches are able to intervene appropriately, there is a better chance that their athletes will be sufficiently informed to say "no" to drugs.

# 1. The phenomenon of doping

## Doping – It’s not just for the elite!

It would be a mistake to think that doping is confined to the highest levels of sport. The Ministère de l’Éducation, du Loisir et du Sport (MELS), the Canadian Centre for Ethics in Sport (CCES) and the Royal Canadian Mounted Police (RCMP) have studied athletes in Québec and Canada, and have found that doping exists at every level. The *Study of Ethics, Doping and Certain Life Habits of Québec’s Young Athletes*,<sup>1</sup> which surveyed 3 573 respondents with an average age of 15.5 years, was commissioned by the Secrétariat au loisir et au sport and can be consulted on the Web site of the Ministère de l’Éducation, du Loisir et du Sport at [www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca).<sup>2</sup>

## Doping and its causes

In recent decades, society has undergone some far-reaching changes, with the result that doping is increasingly present in modern sport. Factors not directly related to sport influence high-level athletes and youngsters alike.

In the medical community, **scientific developments** have led to the introduction of drugs and methods able to treat a variety of health problems. Some of these drugs and methods have been misused in order to improve athletic performance.

**The astronomical increase in the grants and salaries** paid to athletes in some sports has considerably increased the appeal of a career in high-level sport, where performance is rewarded with cash.

---

1. A. Buist, C. Goulet, P. Valois and M. Côté, *Pertinent Facts, A Study of Ethics, Doping and Certain Life Habits of Québec’s Young Athletes*, (Québec: Secrétariat au loisir et au sport, 2002). Note: The full study is available in French only under the title *Étude de l’éthique, du dopage et de certaines habitudes de vie chez des sportifs québécois., du dopage et de certaines habitudes de vie chez des sportifs québécois*.

2. Note: On February 18, 2005, under Order in Council 120-2005, the Ministère de l’Éducation became the Ministère de l’Éducation, du Loisir et du Sport (MELS). The study in question was published prior to this date, but is now available on the MELS site.

**The demands of high-level sport** are increasing constantly. Records that are continually broken (sometimes with the help of drugs) raise the standards used to evaluate athletes. Athletes face many constraints in maintaining a high-level performance, such as pressure from the general public, the media and the people around them, as well as the obligation to achieve excellence and keep up with a busy schedule of events. In addition to long, frequent and intense training sessions that leave little time for recovery, high-level athletes also face risks from overtraining and, in some cases, the need to compete in spite of an injury.

**Modern lifestyle habits** often desensitize us to all the products and medications we use to nourish or care for ourselves, lose weight, stay awake, increase productivity, and so on.

**The sale of readily available ergogenic products** also encourages the use of doping substances.

**Physical appearance** is extremely important in society. Even among athletes, many people use products such as creatine and steroids to enhance their physical appearance.

## 2. Coaches and intervention strategies

The results of the *Study of Ethics, Doping and Certain Life Habits of Québec's Young Athletes* suggest three main areas for taking action against doping. In this guide, many of the ways to take action in each of these areas are described in the "Advice for coaches" sections.

### Maintaining a negative attitude towards doping

Athletes will develop a positive attitude towards doping if they believe it offers more advantages than disadvantages. Coaches can take certain steps to prevent this from happening, including the following:

- raise the athlete's awareness of sporting values, ethics and compliance with the rules
- provide the athlete with information on the harmful effects of doping for health, and the consequences of a positive anti-doping test for the athlete's chances of continuing with his or her career
- give the athlete the skills required to make informed decisions

### Involving the athlete's friends and family

Athletes will be more likely to use drugs if they believe the people they regard as important want them to do so. Besides the coach, these people may include teammates, family members and other team members, such as the physician. Depending on the team structure, the coach can help ensure that they all support the anti-doping effort by encouraging a negative attitude towards doping in the home. Among other things, the coach can provide the athlete's parents with information on doping, and can sometimes involve them in anti-doping initiatives.

## **Improving the athlete's environment**

In some cases athletes may not want to use drugs but feel they have no choice. For example, they may have the impression that they are not as skilled as the best athletes in their sport, or that they have reached their maximum potential, or else they may simply want to be the best, whatever it takes. They may also believe most record-breaking performances are achieved through doping, that doping controls are ineffective, or that doping will help them compete on equal terms with opponents who use drugs. Although sporting authorities will still need to implement anti-doping policies and tests to show that they are serious in wishing to eradicate doping from sport, there are nevertheless a number of things that can be done in the athlete's immediate environment. For example, providing top quality training aimed at maximizing the athlete's potential, combined with supervision from specialists where necessary (e.g. physician, nutritionist, fitness trainer, etc.) will help the athlete to realize that dope-free progress is possible.

# 3. Coaches and anti-doping rules

## The coach's role and responsibilities

Coaches are frontline players in the prevention of doping because of the influence they exercise over their athletes. The World Anti-Doping Code (Code) and the Canadian Anti-Doping Program (CADP) assign certain roles and responsibilities to coaches, based on the contractual ties between sports organizations and the people who take part in their activities.

### The World Anti-Doping Code (s. 21.2)<sup>3</sup> states that the coach's roles and responsibilities are as follows:

- to be knowledgeable of and comply with all anti-doping policies and rules... which are applicable to them or the athletes whom they support
- to cooperate with the *Athlete Testing* program.
- to use their influence on *Athlete* values and behaviour to foster anti-doping attitudes

### Generally speaking, coaches should do the following:

- promote sportsmanship and related values
- be familiar with the CADP and the Prohibited List
- raise athletes' awareness of the use of medications, dietary supplements and street drugs
- be vigilant and intervene whenever they think an athlete may have broken the anti-doping rules

### In addition, at levels of competition where doping controls are performed, coaches should do the following:

- regularly consult the Web site of the CCES for the latest news on anti-doping initiatives, the CADP and the Prohibited List
- convey the latest information to athletes
- be aware of their own role as representatives of their athletes

---

3. World Anti-Doping Agency, *World Anti-Doping Code*, Montréal: WADA-AMA, 2003, pp. 58-59.

- be familiar with and inform their athletes about testing procedures
- give athletes the advice they need to fulfill their obligations, especially if they use medication or dietary supplements
- make sure athletes are aware of testing positive on a doping control test

### **What should coaches do if they suspect an athlete is using drugs?**

Coaches should never close their eyes to potential doping offences. Under both the Code and the CADP, it is their duty to intervene if they suspect drug use. If coaches feel torn between their relationship of trust with the athlete, their shared interest and the rules of their sport, they should remember that they themselves may also be investigated if one of their athletes breaks the rules. They must therefore be vigilant and protect themselves in the event that this happens.

Athletes who compete at levels where there are doping control procedures are supposed to know the rules. Coaches are not obliged to deal with the problem on their own, but should refer it to their sports federation or to the CCES.

### **At levels of competition without doping controls, coaches may take an educational approach, which involves doing the following:**

- talk to athletes to make sure they are familiar with anti-doping rules and, where applicable, inform them about prohibited substances
- check to see whether deliberate or involuntary doping has taken place
- make the athlete aware of sporting values and health
- point out that a coach will not tolerate doping by one of his or her athletes
- ask the athlete to commit to never use drugs again

Where this approach does not produce the anticipated results and the coach believes an athlete is using drugs, the coach should refer the case to the local sports organization, sports federation or the school athletic director.

### **For further information**



For further information on the Canadian Policy on Doping in Sport, the CADP and the related teaching material, please consult the Web site of the CCES at [www.cces.ca](http://www.cces.ca), or call 613-521-3340 (toll-free 1-800-672-7775). For further information on the WADA, please consult the Web site of the WADA at [www.wada-ama.org](http://www.wada-ama.org).



## Advice for coaches

### Promote anti-doping

Take advantage of your influence over your athletes to convey positive values. Never take it for granted that your athletes are not interested in doping. Be very clear that you will not tolerate doping among your athletes.

### Inform your athletes and make them accountable

Provide them with information on current regulations and refer them to appropriate sources of information.

### If necessary, help your athletes to comply with the rules

Be prepared to represent your athletes and help them to comply with doping control regulations. Where necessary, help them to complete the "Therapeutic Use Exemption" (TUE) form, available from the CCES.

### Take action, when necessary

Be prepared to act whenever you believe the rules may have been broken. Where necessary, go to your federation or the CCES for advice.

# 4. Why fight against doping?

## Doping is contrary to the spirit of sport

### Doping breaks the rules and ethics of sport

Rules are an essential part of sports. Every sport has a body of rules that dictate how the game is played (e.g. scoring, equipment, playing field, etc.) and spell out participation criteria (e.g. age, category, weight, etc.). These rules help ensure fairness and safety. For example, a heavyweight boxer or judoka cannot compete against a featherweight opponent, and both teams in a soccer match must have identical goal nets. Doping is primarily a breach of sporting rules and ethics. It is banned because it provides an undue advantage over other competitors. *Without rules, there would be no sport!*

### Doping is a breach of contract

Taking part in a sport means accepting certain rules, just as signing a contract means accepting its terms. No one is forced to play, but all who do must obey the rules. Doping is a breach of the athlete's contract. Athletes who take drugs betray their commitment to their sport and to other participants. *Athletes have responsibilities!*

### Doping is no way to be the best

Sport offers challenges, meaning that athletes are able to test their personal boundaries and capacities. Competition is a means of measuring and celebrating human excellence in sport. However, excellence cannot be achieved through illegal means. Winning involves more than simply beating an opponent. The champions who deserve to be admired are those who do not use drugs. *Excellence is achieved by winning within the rules!*

## **Doping undermines the benefits of sports**

### **Doping threatens personal development**

Sport helps foster personal development. It provides learning experiences that teach valuable lessons and help develop values—including respect for others and for rules, honesty, teamwork, perseverance and self-esteem—that prepare us for life in society. If it is to achieve its educational potential, sport must be played, taught, supervised and encouraged in a true spirit of good sportsmanship. *Doping goes against the very values of sport!*

### **Doping threatens your health**

Sport is a way of countering the effects of a sedentary lifestyle and preventing the related diseases. Anti-doping initiatives are intended to protect the health of athletes and preserve the beneficial effects of sport. The dangers associated with the use or abuse of certain doping products are sufficiently well documented to dissuade athletes from trying them. If doping were legal, it would be tantamount to asking athletes to endanger their own health simply to be able to compete on equal terms. *Doping is the equivalent of gambling with your health!*

### **Doping is a threat to sport**

In society, sport is a way of achieving personal objectives (e.g. physical fitness, pleasure, personal achievement, etc.) and social objectives (e.g. health, education, etc.) The social contributions of sport justify its existence. The positive role it plays is the reason why so many people play sports, why parents encourage their children to take them up, and why governments support sports organizations and promote participation.

Each time an athlete is caught doping, it discredits sport and the values we attach to it. Everybody must play a role to foster a sporting environment based on positive values to help athletes develop not only at an athletic level, but also at a personal and social level. *Doping: There's nothing sporting about it!*

### For further information



For further information on the *Avis sur l'éthique en loisir et en sport* and on the tools available from the MELS (the brochure entitled *Making Sports Drug-Free*, the *Charte de l'esprit sportif*, the *Code d'éthique du parent* and the leaflet entitled *Doping: There's nothing sporting about it!*), please visit the MELS Web site at [www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca) or call 819-371-6033 (toll-free 1-800-567-7902).



## Advice for coaches

### Promote ethics in sport

The coach is best placed to educate athletes on the subject of ethics in sport. Take the time to convey positive values and lead by example. Take the necessary steps when the rules of ethics are breached.

### Discuss sport and sporting values with athletes (and their parents). During the conversation:

- Ask young athletes why they are interested in the sport. Talk to them about sporting values, the ones that are important to them and the ones you yourself want to convey.
- Ask them to define good sportsmanship and compare their answers to the Charter of Good Sportsmanship (page 46).
- Talk to them about the principles underlying the anti-doping effort in sports.

### Make athletes accountable

Make sure they are aware that they have a role to play and that the sport is an institution. Ask them to draw up a contract they would be prepared to uphold. Compare it with the Athlete's Contract (page 47).

### Set goals

Set realistic individual and team goals for athletes that are based on sporting values and that do not focus solely on winning.

### Be prepared to answer questions and reply to arguments

Coaches cannot permit themselves the luxury of not having an opinion! Therefore, you need to know about doping, because it affects your athletes. Section 10 (page 42), which contains questions and answers on the subject of doping, may help you to formulate some of your answers.

## 5. Doping substances and doping methods

Generally speaking, doping can be defined as *the use of a prohibited substance or method during or with a view to participating in a sports competition*. The WADA is the body responsible for preparing and revising the Prohibited List. Many different criteria are considered when deciding whether or not to include a substance or method on the list, including its potential for enhancing performance, the risk to the athlete's health and the fact that its use would be contrary to the principle of fair play as described in the World Anti-Doping Code

### Principal prohibited substances and methods

Below are the principal substances and methods that appear on the Prohibited List. Some are permanently prohibited (in competition and out of competition), while others are prohibited only during competitions, or only for certain sports.

**Stimulants** are substances that act mainly on the central nervous system and the cardiovascular system. The best-known stimulants are amphetamines, ephedrine and cocaine. Caffeine, although not a prohibited substance, is listed in the WADA's Monitoring Program.

**Narcotics** are substances that are used to deal with pain. Morphine and heroin are two examples.

**Anabolic agents** are chemical derivatives of testosterone, a hormone that is produced by the human body, which are developed so as to produce an effect similar to a natural steroid.

**Diuretics** act on the kidneys by increasing the volume of urine, thus enabling the body to evacuate large quantities of water.

**Hormones and related substances** include human growth hormone (hGH) and human chorionic gonadotrophin (hCG), which have anabolic effects. Erythropoietin (EPO) is a hormone that stimulates the production of red blood cells.

**Beta-blockers** are used to treat heart disease by reducing blood pressure and heart rate. They are also used to treat migraines and control tremors.

**Alcohol and cannabinoids** (hashish, marijuana) are used to reduce stress.

**Glucocorticosteroids** are used mainly as anti-inflammatories. They also mask pain and produce euphoria.

**Enhancement of oxygen transfer** is obtained through methods such as the use of red blood cells or blood products, and by consuming products that artificially improve the consumption, transmission and release of oxygen.

**Chemical and physical manipulation** involves methods such as catheterization and urine substitution. Their purpose is to alter the integrity and validity of samples collected during doping controls.

**Gene doping** includes all methods aimed at enhancing performance through non-therapeutic use of cells, genes, genetic elements or the modulation of gene expression.



### For further information

The *Prohibited List* and the *World Anti-Doping Code* are both available on the WADA Web site at [www.wada-ama.org](http://www.wada-ama.org). The CCES produces and regularly updates a *Substance Classification Booklet* that provides information on prohibited substances and methods, medications that may contain prohibited substances, and medications that can be used without the risk of testing positive. For further information, please contact the CCES at 613-521-3340 (toll-free at 1-800- 672-7775), or visit their Web site at [www.cces.ca](http://www.cces.ca). In specific cases where an athlete's health requires the use of a prohibited substance, the CCES is able to provide a *Therapeutic Use Exemption* form.

### Watch out for illegal products

In Canada and various other countries, the distribution and, in some cases, consumption of prohibited substances for legitimate non-medical reasons is a criminal act. In addition, the quality of products purchased on the black market may be questionable. Many substances are diluted with products that may themselves be toxic and pose an additional threat to consumer health.



## Advice for coaches

### Remind athletes of the ethical and health-related issues

Emphasize the ethical considerations of doping. Be familiar with the WADA's *Prohibited List*, and discuss the dangers of doping using the "Substances and Effects" table below.

### Make athletes accountable

Tell athletes they must comply with the Athlete's Contract, and that they all have a role to play in ensuring that their sport remains an institution. Remind athletes who may be subjected to testing that the Canadian Anti-Doping Program (CADP) imposes a number of obligations. Give them the information they need, and help them to comply with testing requirements and the CADP, especially if they use medication or dietary supplements.

## Substances and Effects

SUBSTANCES	SIGNS OF USE / RISKS TO HEALTH
<b>Stimulants</b>	Nervous agitation, aggression, insomnia, loss of appetite, weight loss, high blood pressure, irregular heart rate, addiction
<b>Narcotics</b>	Nausea, vertigo and loss of coordination, respiratory depression, risk of aggravating injuries, addiction
<b>Anabolic agents</b>	Behaviour disorders, aggression, acne, liver disease, high blood pressure, cardiovascular disorders, tendon ruptures, torn muscles. For women: masculinization, low-pitched voice, excessive facial & body hair, irregular menstrual cycles. For men: baldness, breast growth, testicular atrophy, impotence, infertility, prostate lesions. For adolescents: stunted growth.
<b>Diuretics</b>	Dehydration, cramps, kidney disorders, irregular heart rate, low blood pressure, electrolyte imbalance
<b>Human growth hormone (hGH)</b>	Abnormal organ growth, bone deformations, diabetes, high blood pressure, cardiac and thyroid disorders
<b>Erythropoietin (EPO)</b>	Blood clots, cardiac disorders, high blood pressure, sudden death
<b>Blood doping</b>	Allergic reactions, jaundice, blood clots, transmission of infectious diseases
<b>Beta blockers</b>	Cardiac arrhythmia, depression, asthma, sexual dysfunction, insomnia
<b>Glucocorticosteroids</b>	High blood pressure, cardiac arrhythmia, diabetes, fragile tendons and muscles, risk of aggravating injuries
<b>Cannabinoids</b>	Forgetfulness, poor coordination, broncho-pulmonary disorders, compromised antibacterial defences, addiction
<b>Alcohol</b>	Attention disorders, poor coordination, tachycardia, high blood pressure, addiction

## 6. The solution: proper training

### Combating a dependency on miracle solutions

In highly competitive circles, many athletes try to find alternative solutions to doping—short-cuts that will enable them to reach their peak performance quickly. They sometimes end up believing that success cannot be achieved without artificial aids. Coaches must fight this mentality, which generates the same psychological process that leads to doping.

### The foundations of sporting performance

The real alternative to doping, one that allows athletes to perform well, lies in the proper balance of four elements: technical and strategic development, appropriate physical training, proper mental preparation, and nutrition. It is also important to adopt healthy lifestyle habits that will help to maximize the effects of training. For example, athletes should give themselves enough rest.



### **Finding the right balance**

Athletes must realize that high-level performance is achieved by obtaining a proper balance among these components for the sport in question. Once they start believing that they can institute improvements in different areas of their lives, they will have more confidence in their own abilities, and feel greater satisfaction. If they are to acquire the personal autonomy that a given sport can provide, they must first understand and master the components of their training.

#### **Bodybuilding programs**

Coaches should pay special attention to athletes who take up bodybuilding programs, the conditions under which they train and the skills of the people who supervise them. They should also make sure the latter do not encourage the use of products to improve athletic capabilities.



## Advice for coaches

### Fight psychological dependency

Explain the four elements of performance to your athletes and the need to maximize the contribution from each. They must understand that there is no real alternative to effort, talent, proper training and a healthy lifestyle.

### Set realistic goals

Work with your athletes to set goals and agree on a realistic rate of progress, focusing not solely on winning but also on improving aspects of their performance. A training log is a concrete way for athletes to trace how they are progressing in achieving their goals. Remember to stress aspects where you have noted improvement. You should also help athletes be realistic in their expectations of achieving the highest levels in their sport.

### Make athletes accountable

Emphasize that their daily habits—like nutrition, sleeping patterns, smoking and the use of substances such as cannabis or alcohol—also have a big impact on their performance.

### Offer real solutions

You can compensate for lack of time and knowledge in some areas by setting up a network of nutrition and fitness specialists to whom you can refer your athletes. For example, you should never ask an athlete to lose weight or increase muscle mass without giving him or her the means to do so.

# 7. Diet and supplements

## Does the average athlete need supplements?

The answer is “no.” An average athlete who trains twice a week in addition to participating in a competition can generally satisfy all his or her nutritional requirements with a balanced diet based on the recommendations of the *Canadian Food Guide*.<sup>4</sup> The additional energy requirements of athletes with more strenuous training loads can usually be met by increasing portion sizes from each food group.

## Who should take food supplements?

Supplements are not a substitute for a healthy diet. Before taking supplements, athletes should first consult a nutrition specialist to see whether they have a dietary deficiency of some kind. The specialist will determine whether the athlete's diet is adequate, whether the training load justifies taking supplements, and whether the deficiency may be caused by something else.

## Supplements – to be used with caution

Vitamins and minerals are easily available in sufficient quantities from a healthy diet. Though certain vitamins obtained from supplements can be stored in the body, those that are taken in excess may prove ineffective (e.g. eliminated in urine) or even harmful if taken in very large quantities. When excess protein supplements are consumed, the surplus is transformed into adipose (fatty) tissue.

## Creatine: Not advisable for children and adolescents

Creatine has several reported side effects, including weight gain due to water retention with no notable gain in muscle mass, as well as joint stiffness, abdominal cramps and, in the longer term (depending on the dosage and the person's fitness level and state of health), metabolic imbalance and kidney problems. **For all these reasons, the use of creatine is not advisable for children and teenagers who are still growing.** In addition, creatine allows athletes to train at a rate that the organism would not normally permit, thereby increasing the risk of injury.

---

4. Health Canada, *Eating Well with Canada's Food Guide*, Ottawa: Public Works and Government Services Canada, 1 sheet.

### **Supplement purity**

Many studies have called into question the purity of some food supplements sold over the counter or via the Internet. Some products have been found to contain illegal substances such as anabolic agents, stimulants and diuretics—which are obviously not listed on the labels. In fact, many athletes have tested positive after using food supplements, and those who took creatine tested positive most often. The information obtained on the Internet may not always be reliable, and should be used with caution.

### **Ethical issues**

The use of nutritional supplements is not prohibited in sport, but it nevertheless raises a number of ethical questions. Many people believe the unjustified use of supplements in order to artificially boost performance is tantamount to doping, and they worry that the practice will lead athletes to use other prohibited substances or methods. The unjustified use of food supplements appears to be part of the same mindset as doping.

### **The financial aspect**

In North America, the nutritional supplement industry records annual sales in the billions of dollars. Manufacturers promote the use of supplements as a lifestyle. Given that athletes can fulfill their energy requirements with a healthy diet, and given also that supplements can be expensive, there is good reason to question the relevance of paying to use these products without real justification.



### **For further information**

Readers can consult the document entitled *Dopage, alimentation et suppléments* (available in French only) on the Web site of the MELS at [www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca). Additional information on nutrition and supplements can also be obtained from various agencies, including the CCES at [www.cces.ca](http://www.cces.ca), the MSSS at [www.msss.gouv.qc.ca](http://www.msss.gouv.qc.ca), Health Canada at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca) and the Ordre professionnel des diététistes du Québec at [www.opdq.org](http://www.opdq.org). The Web sites of the Coaching Association of Canada ([www.coach.ca](http://www.coach.ca), on the “Sport Nutrition” page), and the “Do It For You” Program at [www.vasy.gouv.qc.ca](http://www.vasy.gouv.qc.ca) also present information on healthy eating.



## Advice for coaches

### Do not suggest the use of supplements

A balanced diet adjusted to training requirements will be sufficient to meet the needs of most athletes. Supplement use is justified only when an athlete has a deficiency and the supplement has been recommended by a nutritionist, a dietician or a physician. If necessary, refer the athlete to one of these specialists.

### Fight psychological dependence

So-called “alternative” solutions can become psychological crutches. Explain to your athletes that their performance depends first and foremost on maximizing the contribution of the four elements discussed in the section entitled “THE SOLUTION: PROPER TRAINING,” including the choice of a balanced diet adjusted to the needs of the sport.

### Make athletes accountable

Refer them to reliable sources of information on nutrition and supplements. For example, suggest that they evaluate a product such as creatine using the “Making an Informed Decision” sheet on p. 48.

## 8. Body image

### The body image industry

The athletes, artists, film stars and models who appear in the media and who are used by companies to promote their products become the main role models for adolescents. Because these stars always have sculpted bodies, it is hardly surprising that we are inundated with so much questionable advertising material on slimming products and programs or revolutionary devices that promise a perfect body in return for very little effort. At the same time, a society that places too much value on physical appearance is effectively laying the foundations for a supplement consumption system. In North America, the so-called “health” products market is valued at several billion dollars per year.

### Adolescence... a perfect opportunity

During this period of upheaval, teenagers are often emotionally fragile. In terms of physical changes (e.g. cracking voice, acne, formation of breasts in young girls, etc.) or clothing, how they compare to others is of primary importance. In their search for social recognition and acceptance, teenagers focus on their physical appearance.

### Problems

Men tend to use protein supplements and anabolic steroids to gain weight and build muscle mass. In addition, some people may experience behavioural difficulties due to an excessive concern with losing weight (e.g. smoking, skipping meals, etc.). More serious cases involving anorexia or bulimia—to which women appear to be particularly vulnerable—include behaviours such as fasting, taking diuretics or laxatives, overtraining and self-induced vomiting.

### Athletes too!

The *Study of Ethics, Doping and Certain Life Habits of Québec's Young Athletes* examined the use of creatine and steroids to improve body image (see table). Among athletes for whom improved physical appearance is the main driving force for substance use, not obeying the rules is of little ethical concern, especially considering most of them are at a competitive level where they do not have to undergo testing.

#### Distribution of creatine and steroid users by motive

	<i>Protein or creatine supplements</i> (n = 487)	<i>Anabolic steroids</i> (n = 45)
Performance only	50.1%	44.4%
Appearance only	16.6%	24.5%
Performance and appearance	33.3%	31.1%

Source: *Study of Ethics, Doping and Certain Life Habits of Québec's Young Athletes* (n = 3573).



#### For further information

For further information on body image among athletes, readers should visit the BodySense Web site, [www.bodysense.ca](http://www.bodysense.ca), which promotes positive body image in sport. The Web site suggests the development of sporting environments that promote a positive body image in male and female athletes, with a view to preventing unbalanced eating. It contains valuable advice for coaches, athletes and parents.

## Advice for coaches



### Help athletes to enhance their self-esteem

Acknowledge their successes and any progress made in developing their sporting habits. Encourage them not to place too much value on physical appearance or sporting results, but to concentrate on who they are as people.

### Be aware that words can have an impact

Be very careful about the words you use; your athletes should understand your message without being upset. Do not tolerate unpleasant comments by athletes about a teammate's body image.

### Discuss drug use in sport

Remind your athletes that the use of certain products is prohibited by the rules. For athletes who would likely be subject to doping controls, using prohibited products can lead to a positive test result.

### Offer alternative solutions

Remind your athletes of the need for a healthy, balanced diet, and if they are interested, refer them to a nutritional specialist. Propose special exercises that will help them to build muscle mass or lose weight. If necessary, refer them to fitness specialists who can help them to achieve their goals without resorting to illegal means.

### Make athletes accountable for their own consumption habits

Try to encourage them to think about the use of ergogenic products. The sheet entitled "Making an Informed Decision" (page 48) may help them in this process.

## 9. Alcohol and street drugs

### A social phenomenon

Although some substances such as alcohol, cannabis and cocaine appear on the WADA's Prohibited List, problems caused by consumption of these substances extend well beyond the sports community. According to Québec's MSSS, "substance abuse not only affects the people concerned, but it also has repercussions for Québec society as a whole. It undermines contacts between individuals, harms social cohesion and generates significant economic costs."<sup>5</sup> Athletes, like any other member of the general public, can be affected by these problems.

In 2002, according to the Institut de la statistique du Québec,<sup>6</sup> 69% of Quebecers between 12 and 17 years of age had consumed alcohol in the twelve months preceding the study. That same year, according to a Health Canada study,<sup>7</sup> 41% of youngsters had used illegal drugs at least once during the month preceding the study. Of this number, 39.1% had used cannabis, 12.5% had used hallucinogenic drugs, 7.6% had used amphetamines, 5.2% had used cocaine, 2.2% had used solvents and 1.2% had used heroin.

Adolescence is a time of fragility, when youngsters undergo many physical, psychological and social changes. During that period, they can be vulnerable to different influences. The main reasons for alcohol consumption given by these adolescents were curiosity, enjoyment, self-assertion, emulating adults or peers, and relaxation. Recreational use of, or experimenting with, alcohol and drugs does not usually have a significant impact if it goes no further and does not escalate. However, some people will end up abusing or being addicted to these substances, with major consequences for their personal and social lives, including poor academic performance, health problems, social and legal problems, psychological distress, risky sexual behaviour, driving while under the influence, multiple drug use and so on.

---

5. Gouvernement du Québec, *Unis dans l'action: Plan d'action interministériel en toxicomanie 2006-2011*, (Québec: 2006 (free translation from the French).

6. Chevalier, S. and Lemoine, O., *L'alcool, les drogues et le jeu: les jeunes sont-ils preneurs? Enquête québécoise sur le tabagisme chez les élèves du secondaire* (Québec: Institut de la statistique du Québec, 2000).

7. Health Canada. *Youth Smoking Survey (YSS)*, (Ottawa: Tobacco Control Program, Bureau of Research, Surveillance and Evaluation, 2002).

## Sport and drugs

Sport is often described as a means of avoiding delinquency and drug use among youngsters. However, this does not mean that athletes do not use alcohol or drugs. Sometimes, sport may even encourage drinking, for example when celebrating a victory or meeting with past teammates.

The findings of the *Study of Ethics, Doping and Certain Life Habits of Québec's Young Athletes* suggest that many young athletes believe alcohol and certain drugs have a beneficial impact on their performance. In all, 11.5%, 7.7% and 2.2% of respondents said they had already used alcohol, marijuana and cocaine respectively to improve their athletic performance. Although the respondents said they used alcohol and drugs either occasionally or regularly, the phenomenon is nevertheless worrying. Among other things, it raises a number of ethical questions and proves that athletes are unaware of the real impacts of these products on their performance and health.

It can be difficult for coaches to address the subject of drug use with young athletes, since it touches on their private lives. In addition, coaches have no control over factors such as the young person's family environment, friends and opportunities for drug use. However, the presence of a significant adult can be an important factor in preventing them from using or abusing drugs. Coaches can have a positive influence over many aspects of their athletes' lives.



### For further information

Ministère de la Santé et des Services sociaux  
Direction générale des services sociaux  
1075, Chemin Sainte-Foy, 8<sup>e</sup> étage  
Québec (Québec) G1S 2M1  
Telephone: 418-266-6830  
Web sites: [www.parlonsdrogue.com](http://www.parlonsdrogue.com)  
[www.dependances.gouv.qc.ca](http://www.dependances.gouv.qc.ca)

The MSSS decides on the Québec Government's substance abuse prevention and intervention orientations. It ensures that services are available to the public through the network of health and social services agencies and organizations. The MSSS Web site contains information on different substances and their effects, and provides a list of tools and resources (e.g. publications, telephone services and lists of rehabilitation institutions).

### Police resources

The Sûreté du Québec (SQ) and Royal Canadian Mounted Police (RCMP) offer drug awareness information and programs. Readers may obtain details of the services available in their local communities by contacting a SQ station or the RCMP's Drug and Organized Crime Awareness Service at 514-939-8408 (Montréal) or 418-648-3653 (Québec City).



## Advice for coaches

### Set an example

Do not trivialize the use of products that are fashionable amongst youngsters. Leave them in no doubt as to your objection to drug use. You can also help ensure that youngsters are not encouraged to drink by ensuring that alcohol is not associated with celebrations, and by setting an example and drinking moderately when alcohol is present.

### Provide information for athletes

Organize meetings with your athletes and instigate discussions on different issues, including the fact that:

- Some substances appear on the WADA's Prohibited List.
- The benefits for performance have not been proved.
- A number of problems and disadvantages are associated with the use of these substances.

Where necessary, invite resource people to talk about various issues relating to drinking and drug use (e.g. health, addiction, social and legal problems, etc.).

### Make athletes accountable

Instigate a process of reflection on drug use. The "Making an Informed Decision" sheet (page 48) may be used to address aspects such as legality, impacts on health and the repercussions of substance abuse for friends and family.

### **Be vigilant and intervene, where necessary**



Be on the lookout for physical signs or behavioural changes that may indicate drug use. If you think there is a problem, discuss your concerns with the athlete, and where necessary get help from experienced specialists.

#### ***School coaches***

### **Know the rules of your school**

Coaches who work in schools have an additional responsibility to apply the school's internal rules. Consult the athletic director for details of the school code, rules and disciplinary action applicable to alcohol consumption and street drug use.

### **Be familiar with intervention services and methods**

Many schools have access to resource people (e.g. drug counsellors, psycho-educators, psychologists, etc.). Make sure you know what to do if you think an athlete is drinking or using street drugs.

PRODUCTS (FORM AND APPEARANCE)	TELLTALE SIGNS	POSSIBLE EFFECTS OF FREQUENT USE OR ABUSE
<b>STIMULANTS</b>		
<b>Minor stimulants</b>		
<p><b>Caffeine</b> Coffee, chocolate, tea, cola, Wake-Up</p> <p><b>Nicotine</b> Tobacco, cigarettes, pipe tobacco, chewing tobacco, Nicorette, Nicoderm, Habitrol, patch</p>	<ul style="list-style-type: none"> <li>- Tobacco smell, yellow fingers</li> <li>- Agitation, anxiety, insomnia</li> <li>- Coughing, nausea</li> <li>- Tremors, nervousness (caffeine)</li> <li>- Fast heart rate, hypertension</li> <li>- Irritated stomach</li> </ul>	<ul style="list-style-type: none"> <li>- Bronchitis and emphysema (tobacco)</li> <li>- Disturbed sleep (caffeine)</li> </ul> <p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>- Nausea, vomiting, diarrhea</li> <li>- Fatigue, anxiety, confusion, difficulty concentrating</li> </ul>
<b>Major stimulants</b>		
<p><b>Amphetamines</b> Speed, wake-up, pep pills, uppers, ice, peach, crystal, amphetamine</p> <p><b>Cocaine</b> Base, crack, coke, snow, crystal, meth, freebase, rock</p> <p><b>MDMA</b> (also a psychodysleptic drug) Ecstasy, X, Dove, XTC, Love, Yin Yang, E</p> <p><b>Methylphenidate</b> Ritalin</p>	<ul style="list-style-type: none"> <li>- Chapped nostrils, runny nose</li> <li>- Dilated pupils</li> <li>- Needle tracks</li> <li>- Anxiety</li> <li>- Repetitive gestures, tremors</li> <li>- Agitation, insomnia</li> <li>- Paranoia, delirium</li> <li>- Fast heart rate</li> <li>- Fever</li> <li>- Abundant perspiration</li> <li>- Feeling of power</li> </ul>	<ul style="list-style-type: none"> <li>- Odd, violent behaviour, irritability</li> <li>- Panic, anxiety, paranoia, hallucinations, delirium</li> <li>- Loss of appetite and weight</li> <li>- Nosebleeds</li> </ul> <p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>- Respiratory problems</li> <li>- Fever, heart problems (heart attack)</li> <li>- Convulsions, coma, death</li> <li>- Stroke</li> </ul>

PRODUCTS (FORM AND APPEARANCE)	TELLTALE SIGNS	POSSIBLE EFFECTS OF FREQUENT USE OR ABUSE
<b>DEPRESSANTS</b>		
<b>Ethanol</b>		
<p><b>Alcohol</b> Drink, beer, cooler, liquor, wine, shooter</p>	<ul style="list-style-type: none"> <li>– Coated mouth</li> <li>– Alcohol on breath</li> <li>– Sparkling eyes</li> <li>– Agitation</li> <li>– Drowsiness, slow reactions and slow movements</li> <li>– Attention, memory and judgment problems*</li> </ul>	<ul style="list-style-type: none"> <li>– Insomnia, loss of appetite</li> <li>– Health problems (e.g. cirrhosis of the liver, ulcer, cancer)</li> <li>– Blackout</li> <li>– Depression, addiction</li> </ul> <p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>– Confusion, loss of consciousness</li> <li>– Respiratory depression, coma, death</li> </ul>
<b>Solvents and glues</b>		
<p><b>Aerosols</b> Rush, poppers</p> <p><b>Glue</b> Sniffing</p> <p><b>Paint remover</b></p> <p><b>Solvent</b></p> <p><b>Gasoline</b></p>	<ul style="list-style-type: none"> <li>– Coated mouth</li> <li>– Runny nose and eyes</li> <li>– Redness around the nostrils</li> <li>– Dizziness, drowsiness, slow reflexes</li> <li>– Cough</li> <li>– Nausea, vomiting</li> <li>– Attention, memory and judgment problems</li> </ul>	<ul style="list-style-type: none"> <li>– Damage to the nose, throat and kidneys</li> <li>– Fatigue, incoherent speech</li> <li>– Hostility</li> <li>– Depression</li> </ul> <p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>– Loss of consciousness</li> <li>– Respiratory depression</li> <li>– Convulsions, heart problems, death</li> </ul>

PRODUCTS (FORM AND APPEARANCE)	TELLTALE SIGNS	POSSIBLE EFFECTS OF FREQUENT USE OR ABUSE
<b>DEPRESSANTS (SUITE)</b>		
<b>Tranquilizers and sleeping pills</b>		
<p><b>Benzodiazepines</b> Ativan, Dalmane, Librium, Halcion, Restoril, Rivotril, Rohypnol, Serax, Valium, Xanax, rocks, downers, blues, yellows <b>GHB</b> (gamma- hydroxybutyrate) Liquid Ecstasy, G, Gamma-OH, rape drug <b>Barbiturates</b> Barbis, goofballs <b>Ethchlorvynol</b> Placydil <b>Chloral hydrate</b> Notec <b>Meprobamate</b> Equanil, 282MEP</p>	<ul style="list-style-type: none"> <li>- Coated mouth</li> <li>- Unusual calmness</li> <li>- Drowsiness, slow reflexes and movements</li> <li>- Attention, memory and judgment problems</li> <li>- Confusion, slurred speech</li> </ul>	<ul style="list-style-type: none"> <li>- Loss of inhibitions</li> <li>- Sexual dysfunction</li> <li>- Lower self-control</li> </ul> <p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>- Amnesia</li> <li>- Nausea, vomiting</li> <li>- High energy, delirium</li> <li>- Respiratory depression</li> <li>- Death</li> </ul>
<b>Opiates</b>		
<p><b>Codeine</b> Empracet <b>Heroin</b> Smack, horse, white, came, hero, junk <b>Methadone</b> <b>Morphine</b> M, morph <b>Percodan</b> <b>Opium</b> Gum, black jack <b>Hydromorphone</b> Dilaudid</p>	<ul style="list-style-type: none"> <li>- Shrunken pupils</li> <li>- Needle tracks</li> <li>- Nausea, vomiting</li> <li>- Constipation</li> <li>- Euphoria, relaxation</li> <li>- Fuzzy vision</li> <li>- Dizziness</li> <li>- Slow reflexes and movements, slow heart rate, slow breathing</li> <li>- Apathy, lack of energy</li> </ul>	<p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>- Coordination problems</li> <li>- Loss of consciousness</li> <li>- Respiratory depression, heart problems, coma, death</li> </ul>

PRODUCTS (FORM AND APPEARANCE)	TELLTALE SIGNS	POSSIBLE EFFECTS OF FREQUENT USE OR ABUSE
<b>PSYCHODYSEPTIC DRUGS</b>		
<b>Cannabis</b>		
<p><b>Haschich</b> Hasch, cube, dime, bag, blast</p> <p><b>Haschich oil</b> Resin, liquid hasch</p> <p><b>Marijuana</b> Pot, mari, joint, skunk, weed, grass, maryjane, bat</p>	<ul style="list-style-type: none"> <li>– Redness around the eyes</li> <li>– Burnt hay odour</li> <li>– Sore throat, cough</li> <li>– Cravings</li> <li>– Relaxation, euphoria, disorientation</li> <li>– Slow thought process, incoherent speech, pronunciation difficulties, memory problems</li> <li>– Moodiness (laughing and crying)</li> </ul>	<ul style="list-style-type: none"> <li>– Damage to throat and lungs</li> <li>– Risk of respiratory infection</li> <li>– Concentration problems</li> <li>– Passiveness</li> </ul> <p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>– Confusion</li> <li>– Excitation</li> <li>– Anxiety</li> <li>– Paranoia</li> <li>– Psychosis</li> </ul>
<b>Hallucinogenic drugs</b>		
<p><b>LSD, MDA, STP</b> Acid, candy, cap, blotter</p> <p><b>Mushrooms</b> Magic mushrooms, mush, mushrooms</p> <p><b>MDMA</b> Ecstasy, X, Dove, XTC, Love, Yin Yang, E</p> <p><b>2-CB</b> Bromo, Erox, Nexus, Venus</p> <p><b>PCP</b> Mescaline, mess, mesc, crystals, angel dust, peace pill, fairy dust</p> <p><b>Ketamine</b> Ketalar, Special K, Vitamin K, ket, ketty</p>	<ul style="list-style-type: none"> <li>– Dilated pupils</li> <li>– Needle tracks</li> <li>– Tremors</li> <li>– Delirium</li> <li>– Disorientation, panic</li> <li>– Agitation, aggressiveness</li> </ul>	<ul style="list-style-type: none"> <li>– Comebacks, flashbacks</li> <li>– Uncontrollable fear (bad trip)</li> <li>– Anxiety, depression</li> <li>– Confusion, agitation</li> </ul> <p><u>Overdose</u></p> <ul style="list-style-type: none"> <li>– Delirium</li> <li>– Accidents, suicide</li> <li>– Hypertension, fever</li> <li>– Convulsions, coma, heart and respiratory problems, death</li> </ul>

# 10. Questions and answers about doping

## How to answer trap questions and statements

Youth are quick to quote “facts” and arguments from dubious sources. Don’t let them use them as reasons to change their own values about sporting ethics. The following answers can help coaches keep their athletes on the right track.

### Doping, is it so bad?

Rules are an essential part of sport. They structure the activity, determine what is and is not acceptable, identify the equipment that will be used, and establish age and weight categories. Because they apply to all participants, they ensure that everyone has an equal chance of success. Doping, however, generates an unfair advantage that goes against this principle of fairness. Nobody forces an athlete to take part in a sport; on the other hand, if they voluntarily decide to take part in a sporting activity, they also undertake to follow the rules.

Basically, sport is a test that allows participants to assess their own skills by competing against opponents. If an athlete is to learn from the experience, in sporting and human terms, the competition must comply with the ethics and rules of the sport, and the athlete’s results must be obtained through personal effort. True athletes would never be satisfied with a victory obtained through cheating, because they would know it was undeserved. If there was a magic pill to guarantee victory, what would be the point of the sport? How would anyone know just how far their own skills and efforts could have taken them?

### Doping: is it so risky?

The medium and longer term effects of doping products are still largely unknown. A person may feel some effects of doping immediately, but others may not emerge for several years. A product’s effects may also vary from person to person (according to gender, age, weight, mental state, physical and mental health, level of tolerance, etc.), and may depend on the product itself (e.g. quantity, quality, combination, how it is consumed, etc.). It is therefore virtually impossible to conclude, beyond all reasonable doubt, that doping is not dangerous to health.

Many doping products can only be obtained illegally, on the black market. It has been shown that a significant number of these products are not pure, and sometimes contain substances that are themselves a threat to health. Is it wise to use a product that is supposed to improve performance without knowing whether or not it will harm your health in the longer term?

### **Why not legalize doping?**

Legalizing doping would save a lot of money that is currently spent on doping controls, and a lot of energy that is currently devoted to anti-doping campaigns. However, it would also virtually require athletes to use harmful products in order to compete on equal terms. How could responsible sports organizations and parents allow athletes to engage in doping, knowing that it will damage their health? In addition, given the influence that high-level athletes hold over their younger counterparts, there is also the question of the age at which an athlete would start using doping products. Some substances are known to be even more harmful to growing children.

If doping were legal and everyone could do it, what would be the advantage? In addition, every athlete would have to pay for the products, or for the medical treatment required as a result of their use. The only winners would be the dope suppliers, who would make profits from selling the products.

### **What about the people who say I should try it?**

The credibility and intentions of these people are obviously questionable. If they are friends, they often say these things irresponsibly, without thinking about it first. Are they really qualified to know whether a product would have a positive impact on performance without endangering the athlete's health?

In the case of adults, athletes should question their scientific qualifications. Just because people have a lot of big muscles, it does not mean they are medical experts, dietary experts or pharmacologists! They should be asked to provide scientific studies that prove beyond all doubt that the product will have a positive impact on performance without endangering the athlete's health. They are very unlikely to be able to do this! There is also the question of whether they will benefit by proposing certain products. Often, the benefits are limited to the profit made from selling them!

### **Don't I have the right to decide what is good for me?**

Is the athlete fully aware of the consequences of using certain products? Often, the effects will not emerge until the athlete has given up the sport and is no longer in training. The fact remains that doping breaches the rules that the athlete has promised to follow.

### **I know some of my opponents use dope. Why shouldn't I?**

Our attitude to doping should not be dictated by a particular situation, but should be based on firm foundations. Should we change our moral values because of what somebody else thinks, or should we preserve the values we believe in and accept when we become members of a sports organization? Should we break the rules just because others do so? Should we cheat just because the referee's back is turned? In addition, it is worth remembering that if these athletes are caught, they will be punished.

### **Some professional athletes use dope. Why shouldn't I?**

It is true that some professional organizations allow certain forms of doping and have not yet adopted the World Anti-Doping Code. However, athletes should remember that professional sport conveys a set of values that are related more to profit than to athlete health. Often, the profit is made at the expense of the sporting ethics that exist in the structures within which youngsters practise their sports.

Athletes should think seriously about their goals and about their chances of playing in a professional league. They should also ask themselves if they are prepared to sacrifice their moral values and endanger their health simply to copy the behaviour of professional athletes, or to strive for a dream that is not realistic.

### **Is it so bad to just try it?**

We live in a society where people use all kinds of products whose impacts are often trivialized. Doping is not only a question of quantity, it is also a question of attitude. Excellence should be achieved without artificial means—otherwise, how can true performance be measured? Once athletes start breaking the rules just a little, how will they ever be able to change their attitude when the competition becomes stronger? Their psychological dependency will follow them throughout their lives.

### **How can I legally use medication?**

If athletes compete at levels where there are no doping controls and they truly need treatment, the question should not concern them. However, it is a mistake to think that athletes cannot be treated without using prohibited products; they should simply refer to the CCES Substance Classification Booklet, which lists common medications that can be used without problem. Athletes who consult a physician or pharmacist should take the Booklet with them for reference. In special cases where an athlete's health requires the use of certain products, the CCES will provide a "Therapeutic Use Exemption" form.

# Appendixes

## Charter of good sportsmanship

### Respect for the rules

Good sportsmanship means strictly obeying all the rules and refusing to win by illegal methods or cheating. For officials, it means knowing all the rules and applying them impartially.

### Respect for the opponent

Good sportsmanship means respecting the opponent and recognizing that his or her participation is an essential part of true competition, and reflects our own value. It also means accepting victory with humility and without putting down the opponent.

### Respect for the official

Good sportsmanship means respecting officials and accepting their decisions without questioning their integrity. Officials have a tough role and deserve our respect.

### Commitment to fair play

Good sportsmanship means competing in the spirit of fair play. It means counting on sheer talent and ability to win.

### A cool head

Good sportsmanship means remaining cool and showing self-control at all times. It means refusing to let physical or verbal violence get the better of you. It also means acknowledging the better opponent in defeat.

### Effort and perseverance

Good sportsmanship means giving your all, never letting up and showing a healthy competitive streak. You want to win, but only by respecting the rules, your opponent and yourself.

### **Athlete's contract**

As an athlete, I agree to do the following:

- I will treat each competition as special and always do my best, whatever the stakes may be.
- I will obey the rules and show my sport the respect it deserves.
- I will respect my opponents.
- I will not question officials' decisions and accept that they may make mistakes.
- I will harbour no ill will nor foster violence in my words or deeds.
- I will refuse to win by illegal methods or cheating.
- I will keep a cool head in victory and defeat.
- I will be an example to others through my experience and knowledge.
- I will be an ambassador for sport by putting the above principles into practice.

Signed: \_\_\_\_\_

## Making an informed decision

This sheet is based on the decision-making model designed by Manitoba's Centre for Substance Use in Sport and Health (SUSH). Its purpose is to provide basic elements that form a valid basis for reflection, with a view to obtaining appropriate information on a product and the consequences of its use. Use this tool to make informed decisions with full knowledge of the facts.

**Performance:** Is there any scientific proof from reliable sources to show that this product improves performance? Could I obtain the same effects simply by training and eating properly?

**Law:** Is the use of this product legal? If I obtain a product on the black market, it means it is illegal!

**Ethics:** Am I complying with the rules and upholding the values of the sport? Does the product appear on the WADA's Prohibited List? If I use this product, will it give me an unfair advantage over my opponents, contrary to the spirit of sport as described in the World Anti-Doping Code?

**Health:** Is there any scientific proof from reliable sources to show that this product will not harm me in the short, medium or longer term? Extra care is needed with products sold on the black market, where there is no guarantee of quality. Black market products may even be diluted with other substances that are harmful to health.

**Social environment:** Can taking this substance impact on the safety of others?

Certain substances affect behaviour, emotional control, memory and reasoning. For example, alcohol is involved in many road accidents and antisocial behaviours. Steroids are linked to aggression (roid rage) and violence.

**The financial aspect:** Is this the best way of spending my money? Who will profit from the sale of the product? Would the person who suggested the product benefit if I take it?









A series of horizontal solid lines providing a space for writing notes, located in the central and lower portions of the page.









---

Ministère de l'Éducation, du Loisir et du Sport  
Direction de la promotion de la sécurité  
100, Laviolette, Suite 306  
Trois-Rivières (Québec) G9A 5S9  
Telephone: 819-371-6033  
1-800 567-7902 (toll-free)  
Fax: 819-371-6992  
Web site: [www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca)

One of the missions entrusted to the MELS is to foster the development of leisure and sport within a safe and healthy structure, and to promote a physically active lifestyle for the population of Québec. Under the *Act respecting safety in sports*, the MELS is responsible for supervising personal safety and integrity in the practice of sports. To protect integrity, specific actions are required to promote the spirit of sport and prevent doping, violence, abuse and sexual harassment.

*Le loisir et le sport en valeur!* presents the measures introduced by the MELS and its partners to promote ethics in leisure and sport. These measures are consistent with the *Avis sur l'éthique en loisir et en sport*, and they help achieve the goals of Canada's *True Sport Strategy*.



Le  
loisir  
et le  
sport  
en  
valeur!

Éducation,  
Loisir et Sport

Québec



0000000000