Parallel session #1
Social Science

Susan Backhouse, PhD, Leeds Beckett University in the UK
Evidence informed doping prevention

Ask Vest Christiansen, PhD, Aarhus University (AU) in Denmark
Typology of men’s use of AAS in fitness and strength training environments

Dominic Sagoe, PhD, University of Bergen, Norway
The social perception of steroid users
Policy/interventions informed by robust evidence is likely to be more effective and sustainable than that built on assumptions or ‘common sense’ [ISLAGATT].
Evidence-Informed Practice

Co-production

Social psychology of doping in sport: a mixed-studies narrative synthesis

Prepared for the World Anti-Doping Agency

By the Institute of Sport, Physical Activity and
Quantity and quality of studies has increased

- Methodological diversity
- Programmes of research
- Global landscape

Developing understanding of doping behaviour

- Integrated models
- Periods of instability
- Threats to legitimacy

“Doping exists in a complex web of socio-demographic and psychosocial correlates and predictors”
...a patchy landscape with many gaps and uncertainties, particularly in relation to intervention design, delivery and evaluation.

What is the target behaviour?
Not a quick fix...

we need to **over-determine** change

address multiple influences through interventions and policy making

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\(^1\text{Grenny et al. (2007) Influencer}\)
Call to acknowledge the

‘dopogenic’ environment

the sum of influences produced by the surroundings, opportunities, and conditions that promote the violation of anti-doping regulations

Backhouse, Griffiths & McKenna (BJSM accepted)

‘dopogenic’ environment

onus on leaders, policymakers and practitioners

rather than blaming athletes for using – intentionally or inadvertently - prohibited substances and methods

Backhouse, Griffiths & McKenna (BJSM accepted)
CAPABILITY OPPORTUNITY MOTIVATION

Analyse

Every athlete has a right to clean sport.

IS IT WORTH IT, CAN I DO IT?

MOTIVATION CAPABILITY

PERSONAL

AM I MOTIVATED?

AM I PERSONALLY ABLE

SOCIAL

DO OTHERS MOTIVATE?

DO OTHERS ENABLE?

STRUCTURAL

DO “THINGS” MOTIVATE?

DO “THINGS” ENABLE?

Sources of behaviour that could prove fruitful targets for intervention

Michie et al. (2011) and Grenny et al. (2007)
Are athletes/ASP motivated to fulfill their policy roles and responsibilities?

Do they buy into the concept of clean sport, is it part of their identity?

Source 1: Personal Motivation
Doping affects everybody...

To make it influence your day-to-day workings? I suppose the obvious thought is - **if you haven't got a problem you don't have to fix it.** If I was speaking to you in a pub and we were having a chat, that's what I'd say to you. **"We haven't got a problem with [club], I haven't got to do anything."**

Patterson & Backhouse (in preparation)
Our thoughts are constantly about improving players and producing players and that is a, believe me is a 24/7, 7 days a week, 365 days a year drug in itself. So this other stuff, although it’s there, then I have to say it is secondary in our thoughts.

Patterson & Backhouse (in preparation)

We only get so many hours so performance has to be the priority.

If it was the best player in the team or the best player in the group, there’s no way that they would even consider doing that…If you did that with your best player you’ve potentially lost millions of pounds worth of talent – as they would call it - who you could’ve sold to X, Y and Z for this amount of money. But because now he’s tainted with having a drugs problem, you might then lose all that money.

Patterson & Backhouse (in preparation)
Do athletes/ASP have the knowledge, skills and efficacy to be able to do the right thing?

Source 2: Personal ability
“I think there’s quite a culture that you see when you start going to the gym and you see it with a lot of guys going to the gym they sort of think that if they do weights and take protein shakes they’ll get bigger and they don’t really think about the specific weights that they are doing and the specific type of training that they are doing, they don’t know and they don’t think about it and they also don’t actually think about why they’re taking protein shakes, it’s just sort of a sudden reflex reaction when you start going to the gym.”

Backhouse, Whitaker, McKenna, Watkins & Nunn (in preparation)

Schoolboys access information from unreliable sources

“I look online for reviews to see if there’s any side effects to pre-workouts... There’s some reviews online like C4 people say you get shakes and tingles through your arms so if they say that, I stay away from those sort of pre-workouts... I just go through forums and just see what people say about the products and then see if there’s a review on YouTube or something and see what they say about it and if they give the green light, I just go ahead with it and see if it works. If it doesn’t or it doesn’t feel right then I just stop sell it on to somebody else who’s stupid enough to take it.” (Weight training)

Backhouse, Whitaker, McKenna, Watkins & Nunn (in preparation)
Limited awareness of supplement risk

Only **31%** acknowledged a supplement could contain a banned substance

27% were unsure

Backhouse, Whitaker, McKenna, Watkins & Nunn (in preparation)

Limited awareness of supplement risk

**38%** believed UK Anti-Doping has a list of supplements that are 100% guaranteed to be free from banned substances

45% were unsure

Backhouse, Whitaker, McKenna, Watkins & Nunn (in preparation)
Are other people encouraging the right behaviour or discouraging the wrong behaviour?

Do people whom others respect model the right behaviours at the right time?

Source 3: Social Motivation
‘[Coaches] let the players fake a head injury so they don’t have to take a drugs test... shut the lights off and everyone bolted over the walls. Coach did this to avoid players getting tested... against it, but knows it goes on’

Erickson, K., McKenna, J. and Backhouse, S. (2015) A Qualitative Analysis of the Factors That Protect Athletes Against Doping in Sport. Psychology of Sport & Exercise. 16(2), 149-155.

“You can’t really get caught for it” and “you might get an extra £40,000 a year just by taking it so I don’t see why you wouldn’t”

Whitaker, Long & Backhouse (submitted)
“You can buy protein shakes from the teachers and stuff from the sports teacher so you are encouraged to take supplements” (Rugby union).

“My coach got us some deals on all the different supplements... he orders it for us and we pay him cos he knows someone that supplies it” (Rugby union player).

“My coach he has a friend who supplies some. We buy it off him, we buy it through our coach so we get a good price but it’s also good for you, it doesn’t have a load of the rubbish things” (Rugby union player).

Backhouse, Whitaker, McKenna, Watkins & Nunn (in preparation)
Do others provide the help, information and resources required – particularly at critical times?

Source 4: Social ability

“**It’s cheating**”

- Low exposure to formal education
- Inadequately trained
"I wouldn’t know what to do but probably tell the coach”.

Rachel

“I’d have to make some phone calls, just ring UK Athletics and stuff... there’s nothing set in place for that. Personally I wouldn’t know like what to do. I’d just start ringing people until you got to the right person”.

Charlie


Developing the muscle for voicing our values

TESTING THE FEASIBILITY AND EFFECTIVENESS OF A CLEAN SPORT BYSTANDER INTERVENTION PROGRAM
**CALL TO ACTION:**

**combine multiple influences into an overwhelming strategy**

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<thead>
<tr>
<th><strong>Motivation</strong></th>
<th><strong>Ability</strong></th>
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<tbody>
<tr>
<td><strong>Personal</strong></td>
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<tr>
<td>Make the Undesirable, Desirable</td>
<td>Do they want to engage in the behavior?</td>
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<td>Helping Them Surpass Their Limits</td>
<td>Do they have the right skills and strengths to do the right thing?</td>
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<td>Social</td>
<td></td>
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<tr>
<td>Harness Peer Pressure</td>
<td>Are other people encouraging and/or discouraging behaviors</td>
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<td>Find Strength in Numbers</td>
<td>Do others provide the help, information, and resources required at particular times?</td>
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<tr>
<td>Structural</td>
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<td>Design Rewards and Demand Accountability</td>
<td>Are systems rewarding the right behavior and discouraging ineffective ones?</td>
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<td>Change the Environment</td>
<td>Are there systems that keep people in place and on progress?</td>
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Modified from Grenny et al. (2007) Influencer.

1. Move beyond awareness and avoidance approach to preparing athletes and ASP for ACTION

2. Over-determine change using multiple levels of influence; shift from individual responsibility to collective responsibility in order to address the ‘dopogenic environment’
“I always wondered why somebody doesn’t do something about that. Then I realized I was somebody.”

~ Lily Tomlin
- Erickson, K., McKenna, J. and Backhouse, S. (2015) A Qualitative Analysis of the Factors That Protect Athletes Against Doping in Sport. Psychology of Sport & Exercise. 16(2), 149-155.
- Erickson, Backhouse & Cavless (2017) “I don’t know if I would report them”: Student-athletes’ thoughts, feelings and anticipated behaviours on blowing the whistle on doping in sport. Psychology of Sport and Exercise.