

Using the SAFE YOU+ Case Studies: Guide for Workshop Facilitators



The Problem-Based Learning (PBL) Approach

The aim behind the SAFE YOU PROJECT is to empower young people by building and strengthening their self-efficacy.

In line with our Educational Goals in the SAFE YOU PROGRAMME we provide support for using the Case Studies by adopting a Problem Based Learning (PBL) approach. In Problem Based Learning the tutor/ team leader acts as facilitator and mentor rather than a source of "solutions."

- **Problem Based Learning relies on team work, sharing views attitudes opinions and knowledge**
- **Problem based learning should provide learners with opportunities to:**
 - examine and try out what they know;
 - discover what they need to learn;
 - develop people skills for in relation to teams;
 - improve communication skills;
 - state and defend positions with evidence and sound argument; and
 - become more flexible in processing information.

Ways to Use the SAFE YOU Case Studies:

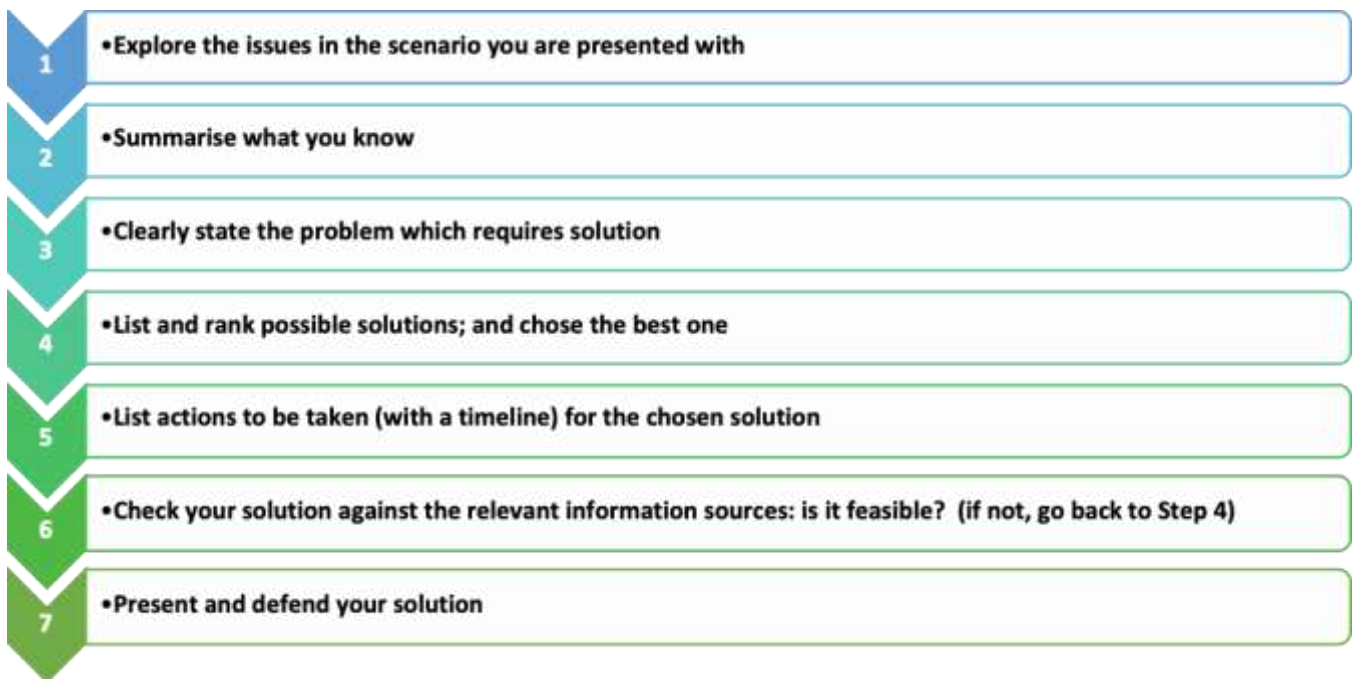
The SAFEYOU Project introduces an "ill-structured" problem, linked to one of the real Case Studies. Whilst each of the Cases presents a true story drawn from research, the added problem scenarios are purely hypothetical and have been created to facilitate PBL in workshop settings.

Option 1: Using the problem scenarios provided to facilitate discussion.

Option 2: Being creative and develop new scenarios! The scenarios we present for each Case Study in this Guide are ones of the many possible scenarios that can be built around the true personal stories. Create your own.

Option 3: Asking the workshop participants to create scenarios where they think a dilemma or problem situation clearly exists. Through creating scenarios young people may feel more comfortable with voicing their own dilemmas or expressing their concerns than discussing these in a straightforward 'first person' voice.

Problem-Based Learning Process in Group Setting:



Step 1. Explore the issues

1. You may feel that you don't know enough to solve the problem but that is the challenge!
2. You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.
3. Discuss the problem statement and list its significant

Step 2. List "What do we know?"

1. What do you know to help solve the problem?
2. This includes both what you actually know and what strengths and capabilities each team member has.
3. Consider or note everyone's input, no matter how strange it may appear: it could hold a possibility!

Step 3. Develop, and write out, the problem statement in your own words:

1. A problem statement should come from you/the group's analysis of what you know, and what you will need to know to solve it.

You will need:

- A written statement.
- The agreement of your group on the statement.
- Feedback on this statement from your instructor (This may be optional, but is a good idea).

Note: The problem statement is often revisited and edited as new information is discovered, or "old" information is discarded.

Step 4. List out possible solutions

1. List them all, and then order them from strongest to weakest.
2. Choose the best one, or most likely to succeed

Step 5. List actions to be taken with a timeline

1. Answer the following questions:
 - What do we have to know and do to solve the problem?
 - How do we rank these possibilities?
 - How do these relate to our list of solutions?
 - Do we agree?

Step 6. List "What do we need to know?"

1. Research the knowledge and data that will support your solution you will need to information to fill in missing gaps.
2. Discuss possible resources- the SAFE YOU project offers a range of web based materials to support your search.
3. Assign and schedule research tasks, especially deadlines

If your research supports your solution, and if there is general agreement, go to Step 7. If not, go back to Step 4.

Step 7. Presenting and defending your conclusions:

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion.
- Summarize the process you used, options considered, and difficulties encountered.
- Convince, do not overpower!
- Bring others to your side, or to consider without prejudice you are supporting documentation and reasons.
- Help others learn, as you have learned.

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Problem-Based Scenarios for the SAFE YOU Case Studies

Below we present sixteen Problem-Based Scenarios (PBS) each to accompany one Case Study. At the end of each PBS, we explicitly link the PBS to performance enhancement literacy and workshop Themes.

Episode 1 The Conviction: Henning's story

The Problem: Different goals ... different struggles?

Henning and Jorge are 20 years old cyclists that compete in the highest level. They are good friends from early childhood, coming however from different backgrounds; Henning is coming from an affluent family that supports fully his commitment in a strenuous training program, whereas Jorge had to work most days to support his family income.

Since they were young kids, Henning and Jorge were supporting each other a lot. Yet, it was evident that Henning was very talented, whereas Jorge had to work much more, just to be at the same level. The last two years, both Henning and Jorge seem to have reached their peak performance, as the amount of training does not add anything. Henning is fine with it, as he envisioned his sports as something that can lead to the Olympics or the Tour de France, which is great but not necessary. Jorge on the other hand, struggles with the idea of not improving further, as he wants a better future.

During the last month, Henning noticed that Jorge starts to outperform him in practise. He shared his enthusiasm with Jorge and asked him what he does that led to this improvement; after all, he may benefit from an advice at this point. Jorge told him that he started to use some supplements, which belong to the "grey area". When Henning asked for clarifications, Jorge responded that they contain substances (i.e., CERA) that may cause problems only "if you get caught, or if you take them in excess". As Jorge said, "this is not going to be a problem for me, because I take them as instructed by the manufacturer, to stay healthy and under the radar"

Henning does not like this at all. He is trying to convince Jorge to stop using these substances, as "this is not what sports is about". Henning does not trust any manufacturer of this kind nor their instructions, and he is afraid of Jorge's health. This brought a great strain to their friendship, as Henning cares about Jorge a great deal but does not agree with his choices, nor wants to be associated with such practises. Jorge on the other hand feels that Henning cannot understand what it is life like for someone coming from a poorer family, and therefore cannot appreciate that the "extra help" he is getting is morally justified.

What do you think that Henning should do?

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Notes for facilitators:

Use it in conjunction with the "The Conviction: Henning's story" Case Study.

This **problem scenario** plays on multiple levels: It explores the **values of sports**, as well as how athletes sometimes justify behaviours that do not align with the spirit of sport using **moral disengagement**. The problem presented above should be examined as a **practical dilemma**, illustrated here as the desire to protect one's sporting practise and ethos, while this may jeopardize a good friendship.

The facilitator should initiate a discussion, relating the dilemma posed here directly to health-literacy, the examination of PAES use side effects, whether these are immediate and reversible, posing significant risks for the health of Jorge. It should become clear to learners that all information and any information sources do need to be evaluated, to come up with evidence-based decisions. The facilitator could encourage learners to come up with different scenarios (e.g. use PAES, not use PAES), juxtapose them, and draw the best course of action for their choice.

The issues evident in this scenario are prompted in Session 6 and Session 6. Learners can draw upon Session 1 about what types of PAES exist and Session 7 about the reasons that may place athletes vulnerable in using unfair means and critically evaluate whether peer pressure would lead Jorge to stop using prohibited substances.

Episode 2 The Experience: Margaret's story

The Problem: A case from the past ...

Margaret is a 34 years old long distance runner that competes in national and international level. Although having high goals, she always advocated "clean sports" and was reluctant to use any supplements like creatine and protein throughout her career. She witnessed however many athletes in her position to become stronger, faster, and generally more athletic than her over the years. "It made me wonder how this improvement can be realized so rapidly and in such an extent".

All her fellow athletes are highly motivated, but she is concerned about the amount and kind of supplements that they are using. The federation does not seem to implement any measures to safeguard their athletes against doping, especially when they hit a period of stagnation. "When I talked to the federation about educating athletes on the issue of doping, they replied that athletes should know what they are taking".

In the place she is practising she noticed that within a couple of months, a group of young athletes were running much faster. She knows that this can be hardly achieved only by training, and she suspects the use of doping.

Margaret wants to speak up, but she is afraid that her actions will evoke a scandal within and outside the federation. Yet she is not at ease with the idea to remain silent.

What do you think Margaret should do?

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Notes for facilitators:

Use it in conjunction with the “The Experience: Margaret’s story” Case Study.

This **problem scenario** plays on multiple levels: It explores why **doping is contrary to the spirit of sport**, as well as **athletes’ role in protecting clean sport**.

It presents a **practical dilemma**, posed as one’s desire to follow a “clean sport” philosophy, but at the same time to witness practises within one’s own sporting environment that consist violations of the sporting rules. Yet, any actions to report such violations may backfire, raising doubts and decreasing confidence.

The facilitator could initiate a discussion and link the issues explored directly to doping awareness literacy, whether and how Margaret can contribute in keeping sports clean, and how she can persuade her team athletes to take an informed choice. In the context of this discussion, the idea of considering long term reversible-irreversible side-effects could be explored.

The issues in this scenario are prompted in Session 6 and Session 16. Learners can draw upon Session 16 to learn about the procedures that can be followed to report doping incidents. Learners could also critically evaluate whether this dilemma taps to Session 6 and discuss whether having rules and regulations may safeguard athletes’ career and health.

Episode 3 The Pragmatism: Ryan's story

The Problem: Too much in stake ...

John was born and raised in a fisherman's city, and the main preoccupation in his teen years was running. He says, "even as a kid, you know, I did not want to live in that place for ever, I wanted to live in a big city. I did not like running so much, you know, waking up early in the morning and training in the cold. But I was good at it, so, maybe that is my ticket to leave, I thought". His life indeed changed when his performance drew the interest of the national team academy.

The lifestyle provided as a national team member is something that John likes very much. His talent is evident, although it is evident that he is not the one who would run the extra mile to excel. He does not follow a strict athletic life, and therefore he gets easily fatigued. In order to qualify for the Olympics, he needs to boost up his performance to keep up with his teammates.

John knows well that that doping is effective, but also prohibited. He heard about a substance, called Trimetazidine which may offer him the quick and easy fix he needs at this moment. He doesn't hesitate to use it. He talks about his idea with Ryan, an iconic figure of his hometown. He says to Ryan "Here in the big city, everybody cares about himself. Why shouldn't I? I mean, at least with doping, I could help myself".

Ryan knows that John may lose his opportunity for the Olympics and, therefore, he may feel pressured. On the other hand he knows that the reputation and career of this young athlete is in stake in case of a doping control.

What do you think Ryan should do?

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Notes for facilitators:

Use it in conjunction with “The Pragmatism: Ryan’s story” Case Study.

This **problem scenario** explores that **doping is not a quick performance fix**, as well as the **social influence and doping**, in order to protect athletes’ health.

It presents a **practical dilemma**, as John’s sport performance goes beyond the desire to excel in sports and extends into a better life for one self.

Relating the problem directly to doping awareness literacy, the facilitator could lead the learners’ discussion exploring possible solutions: how to set realistic and achievable goals for optimal performance, by avoiding shortcuts and being more engaged with a good training plan, avoiding this way fatigue, injuries and the related desire for quick fixes.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 11. Learners can draw upon their knowledge about PAES use (Session 1 and Session 3), and their understanding of the social pressures that may *drive people into adopting doping behaviours* in Session 7.

Episode 4 The Faith: Alana's story

The Problem: It will not happen to me

Alana is a 17 years old Tai Kwando athlete. She is quite good, in the degree that she will be participating in an International tournament over the next weekend, representing her country. Supplements and doping is not an issue discussed in training, as both are outside of Alana's philosophy. She is a strong advocate of the values that are embedded in the Olympic Movement, and she never felt the need to search and retrieve information about supplements and PAES. As she said, "this issue does not consider me".

Lately, she is being feeling weak and ill because she got the flu. Because Alana is competing in few days, her mother, Sarah, is afraid that the flu symptoms may affect her daughter's performance, if not treated properly at least. The doctor has prescribed Alana some mild off the counter medication (Panadol Cold and Flu) to help her with the symptoms but Alana is reluctant to use them. Alana puts a lot of faith and trust in her trainer, believing that he knows best how to prepare her for the completion, therefore, she cannot see the value in taking any medication.

How do you think Sarah should act with respect to Alana's medication?

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Notes for facilitators:

Use it in conjunction with “The Faith: Alana’s story” Case Study.

This problem scenario explores the importance of **know your supplements and medications**, to avoid any unintentional doping incident. Alana’s strong beliefs that any medication or supplements are **against the spirit of sports** and the trust she puts in her trainer leads her (1) to know little about doping, placing her susceptible to unintentional doping; (2) use medication without knowing its composition.

The scenario presents a case a practical dilemma for Alana’s mother, as she doesn’t know how to consult her daughter. Alana believes that doping is an issue that does not concern her, because it is outside her personal values. By relating the problem directly to performance enhancement literacy, learners could reflect on the available information sources for banned substances that are reliable and trustworthy.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they learned in Session 6 and Session 15, and especially on the issue of the Strict Liability principle. This may prompt a discussion on the issue of athletes’ rights and how performance enhancement literacy may contribute in avoiding troubles.

Episode 5 The Perseverance: Vassilis' story

The Problem: This is not fair

Swimming was Vassilis' passion since he was 6 years old. He spends a lot of time in the pool, and he takes part in national competitions for young athletes. His family is supportive, but they would like for him to spend less energy and time in the gym and more to school to become a doctor like his father.

Despite all the effort he is putting in the training, Vassilis has not managed to qualify for the Olympic team yet, leading him to moments of disappointment and frustration. He has witnessed many of his competitors talking openly about the use of steroids, as anti-doping measures are not implemented frequently in their country to date; therefore, the fear of getting caught is low. Vassilis never considered using such substances, but he is supplementing with legal PAES. His father is a medical doctor and his sister a nutritionist, so he considers himself a lucky person to have direct access to good advices.

Yet, he feels that it is unfair for him not to have an equal chance against his contestants in the competitions so far. After all, he cannot tell how much his competitors' wins are because of hard work, or because the use of anabolic and steroids. He knows that by not taking such substances, he safeguards his health. But he would like so much to win a competition and return proud to his mom and dad. He is sharing his thoughts with his coach.

What do you think Vassilis' coach should do?

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Notes for facilitators:

Use it in conjunction with the “The Perseverance: Vassilis’ story” Case Study.

This problem scenario explores the **need for doping control in sports**, and how considerations may arise in sports where anti-doping measures are infrequent. It also explored **why doping is not a quick performance fix**.

It presents a **practical dilemma** that Vassilis’ coach is facing, as on the one hand it seems that Vassilis is enjoying his sport, but in the other hand, his desire to compete in fair means makes him wonder about doping use.

By relating the problem directly to performance enhancement literacy, through the discussion and process of finding a solution for Vassilis’ coach dilemma, learners are invited to reflect on the issues that may arise from the use of doping practises, and how difficult it can get to distinguish what is rightful or not in sports that regulate poorly the use of such substances.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they learned in Session 14, and Session 11. This may prompt a discussion on the issue of distancing oneself from the debate around doping practices, and how this may have implications to one’s personal life.

Episode 6 The Resilience: Alan's story

The Problem: Is it doping or not?

Tony was always a skinny boy. He did not seem to bulk up, although he had a great appetite. "Food was never a thing to enjoy or struggle with", he says. As a teenager, he didn't feel good about his body; there was a period that the kids in school used to call him "Birdy". However, his physique helped him a lot in the circuit, as he was a good 10.000 meters runner.

Tony had also infrequent asthma attacks, which means that he had to use an inhaler every now and then. His condition worsens in the University, when he started to engage in a more strenuous program to compete at a national level, moving at the same time in a more moist and wet place for his studies. There, he met Alan that has the same problem. Tony started to use the inhaler frequently and maybe beyond treating asthma. "I started to notice that the more Tony used the inhaler, the better runs he had in the circuit" Alan says. So, he discussed this issue with Tony.

Tony made sure to secure a Therapeutic Use Exception (TUE) from the National Anti-doping Agency for the use of the inhalers, to stay out of troubles with the sporting laws. The use of inhalers was prescribed from a doctor, but the frequency of use is never strictly determined by the doctor's instructions: Alan knows that well. Yet, Alan feels that an excessive use of inhalers is cheating. Tony uses inhalers more often that he actually needs them. Tony responds that "If I had not asthma, I would probably be a better athlete than I am know".

What do you think Alan should do?

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**Notes for
facilitators:**

Use it in conjunction with “The Resilience: Alan’s story” Case Study.

This problem scenario plays on multiple levels. It explores the **why some athletes may not live by the spirit of sports**, as well as the value of **knowing your supplements and medication**.

The scenario presents a **practical dilemma** for Alan: Should he allow Tony to continue using inhalers as he does, or should he take some actions to secure that the amount he is using does not constitute a violation of sport values.

By relating the problem directly to doping awareness literacy, through the discussion and process of finding a solution for Alan’s dilemma, learners are invited to reflect on the grey area that may exist in the implementation of Therapeutic Use Exemptions, and how difficult it can get to distinguish between the rightful use of medication with the one that is against the rules.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they learned in Session 6 and Session 2. Also, a good knowledge of medication use and its consequences (Session 1 and Session 3) would help him take an informed decision. Alan’s dilemma makes him engage in a dialogue about morality and compares himself with those who are asthma-free. Therefore, learners should consider what they have learned in Session 6 discussing whether Tony is engaging in a moral disengagement process.

Episode 7 The Crisis: Vittorio's story

The Problem: We are the academy boys ...

Vittorio grew up in a family of rugby fans. It is 2 years now that he is a member of a sport academy, living in a place far from home. Vittorio enjoys the attention and the opportunities he is receiving in the academy, but he misses his friends and family at home. The programme he is following is demanding, which puts a lot of psychological strain to his already affected mood. His performance in school has dropped, something that made his parents complain about.

Vittorio is taking the supplements that the academy is providing, which include protein, creatine, some multivitamins and amino acids. One of his teammates, Luca, offered him recently weed to "take the edge off" as he said. "I know how it is buddy, everyone feels this way here from time to time". Vittorio felt good after smoking weed, and thought that this is what he needed right now. He knows however that he may test positive in a doping control. "Do not worry" Luca said to him, "there is no internal testing for the next 2 months for us".

Vittorio feels desperately the need of an extra help to cope with the psychological strain that he is in, but he also feels that this is not what he signed for. He talks to his brother about this during a visit at home. "Being in an academy should not be this way. However I am reluctant to talk to my coach or anybody else within the club about it. Luca is the only friends that I have right now".

What do you think Vittorio's brother should do?

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**Notes for
facilitators:**

Use it in conjunction with “The Crisis: Vittorio’s story” Case Study.

This **problem scenario** explores **whether doping is a temptation, whether doping is not a quick performance fix**, as well as the **social influences and doping**.

It presents a **practical dilemma**, which stems from the need to support someone you care about in coping emotionally with sport-related demands and with the social environment. It presents the factors (e.g., young age, psychological strain) that may place an athlete vulnerable to use doping-related substances.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution, learners can become aware of the influence of the social environments in developing a mind-set favouring PAES use.

The facilitator could encourage learners to come up with different decision that may be taken (e.g. use doping substances, not use doping substances) and draw the best course of action for each choice, based on the material presented in the SAFE YOU programme. By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 8 and Session 11.

Episode 8 The Dream: Eleonora's story

The Problem: What comes out of it...?

Eleonora is a 15 years old artistic gymnast that trains lately with the national academy and may represent her country in international competitions. The training programme she is following requires a high work ethics, devotion, sacrifices, and a lot of time. The most well known sacrifices of this sport is food, as artistic gymnasts' weight is of high importance: it must remain as low as possible.

Eleonora's parents realize that artistic gymnastics is a high competitive sport, where athletes are expected to retire soon (i.e., before the age of 18). Young artistic gymnasts can gain a lot from official competitions, as winning metals brings a large financial compensation from the state, a free-pass to study in a University of their choice, and fame in a very young age; how exciting! Eleonora however shared with them that she is afraid that securing metals is the only option for her, because the energy and time she devotes in training has harmed her academic performance, and her social life outside sports. She feels that she can succeed in life only through artistic gymnastics.

Eleonora's parents suspect that her daughter's teammates use appetite suppressors and fat burners to control their weight. One day, Eleonora comes to them and asks for help in getting supplements that may help her controlling her weight, receiving a straightforward answer: No! Now, they noticed that Eleonora is looking for fat burners and appetite suppressors in the Internet.

What do you think Eleonora's parents should do?

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- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer,

acknowledge it and refer it for more consideration

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Notes for facilitators:

Use it in conjunction with the “The Dream: Eleonora’s story” Case Study.

This **problem scenario** explores the worries that competitive athletes may experience in regards with their post-competition life. It presents how these worries can become related with doping use, relating **social influences and doping** use. In addition, it presents the value of **knowing your supplements and medication** before using them.

This scenario presents a **practical dilemma** that Eleonora’s parents are facing, as how to ensure equal opportunities for her daughter to excel in sports, as well as with a healthy development in adolescence, and how to minimize the risks of being tested positive in a doping control because of unintentional doping.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution, learners can become aware of the role and importance of having reliable and impartial information about PAES, and realize that some pressure points for the use of PAES may derive from career change/life worries.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 7 and Session 2. Also, drawing upon knowledge acquired in Sessions 3 and 4 about types of PAES and their consequences, participants can seek for solutions in the process of making informed and evidence-based decision for themselves.

Episode 9 The Manipulation: Neofytos' story

The Problem: Don't you know...?

Georgia is a retired weightlifter. She had a successful career, moving around Europe a lot, until she decided to retire and to study what she liked the most: sports. Now, Georgia serves as an assistant coach in a team that invests on young athletes like Neofytos. This arrangement offers her the flexibility to participate in an organized sports club while studying sport sciences.

During her studies she learned about unintentional doping. The idea that she could be easily tested positive the last ten years scared her, as she never checked the medications that she was using. She was unaware that some nutritional supplements may be contaminated with prohibited substances.

As member of the national athletes' association board, Georgia is participating in educational campaigns against doping use. She is very much interested in informing young athletes about inadvertent doping and the proper use of nutritional supplements and medication.

At the same time, however, Georgia sees that Neofytos uses a lot of supplements to support his performance, with his coach advising him non which to take. She talked about this issue with Neofytos coach, but he tried to calm her down by saying that there is no issue with the supplements that Neofytos is using. Georgia feels frustrated and she is thinking to approach the managers of the team. But she is not sure whether this is the correct approach.

How do you think should Georgia deal with this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

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Notes for facilitators:

Use it in conjunction with the “The Manipulation: Neofytos’ story” Case Study.

This **problem scenario** plays on multiple levels: It explores the importance of **knowing one’s medication and supplements**, as well as **athletes’ role in protecting clean sport**. It also presents a **practical dilemma** as to whether an experienced athlete should actively inform younger athletes about the hazards in PAES or just act passively in this situation.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution for Georgia’s dilemma, learners can become aware of the role and importance of serving as a role model and provide information and information sources about doping use.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 2 and Session 16; and by seeking for solutions that would help both Georgia and her younger teammates they learn the process of making informed and evidence-based decision for themselves.

Episode 10 The Integrity: Jade's story

The Problem: This is my last chance....

Denny is a 34 years old rower. He is rowing since he was 12 years old, and has been successful mainly at the national level, but being a world champion once as well. The last years he competes with a crew of 2 younger athletes, and together they managed to qualify for the Olympics. Yet, they have to train and work at the same time, as rowing is "not something that can pay the bills" he says.

An injury has kept Denny away from training for a long time, and because of budget restrictions, the team could not afford a substitute athlete. With only 6 months left for the Olympics, Denny has to get in shape quickly, or the team will not qualify for the Games. This puts a lot of pressure to Denny, as he does not want to let the crew down. In addition, he knows that this must be his last chance to make it to the Olympics, something he feels that is well deserved after all this years of hard work and devotion.

The use of doping is a grey, yet well-known area in rowing. Denny and his teammates never used such practices, as they believe this constitutes cheating. But they are sure that if they ask around, they could find access to substances that will help Denny to recover faster and achieve his maximum performance in a short period of time. Denny discussed this issue with his wife Jade, a well-known Olympic athlete that is outspoken against doping. Jade cares a lot about Denny, and she would like to take a non-judgemental stance about Denny's considerations.

How do you think Jade should advice Denny for this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

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**Notes for
facilitators:**

Use it in conjunction with “The Integrity: Jade’s story” Case Study.

This **problem scenario** plays on multiple levels: It explores a situation, where **social influences and doping** considerations interact. In addition, it explores why sometimes **athletes don’t live by the spirit of sport.**

It also presents a **practical dilemma** that Jade is facing, in engaging (or not) with Denny in a non-judgemental conversation about doping use, although this is against her beliefs, and may stigmatize her career as well.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution for Denny’s dilemma, learners can become aware of the type and importance of different sources of performance-related stressors, as well as how the negative emotions generated can be managed effectively.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 6 and Session 14; and by seeking for solutions that would help Jade, Denny and his crew; they learn the process of making informed and evidence-based decision for themselves.

Episode 11 The Pressure: Armin's story

The Problem: I am not sure that this is good....

Armin is a triathlon athlete that trains as a part of a very organized and successful team. Coming back from holidays, the training team stressed to his fellow athlete Ana that she gained a lot of weight; therefore, she should train aerobically for 30 minutes after each session with the team, follow a diet plan, and take supplement that includes carnitine.

She is now two weeks in this programme, but shared with Armin that she gets more easily light headed, dizzy sometimes, as well as she feels tachycardic from time to time. She noticed also that she has less appetite, a lot of energy in training, and she started to lose some weight already.

The discussion she had with Armin put her in thoughts about the contamination dangers in supplements. The first games of the season will be in 6 weeks' time, and she anticipates some doping control there. She is not sure that the supplements she is taking are contaminated or not and she is afraid of inadvertent doping. She wonders if she should stop using these supplements, but at the same time she is afraid to confront the team's trainer and conditional coach.

She expresses those concerns to Armin. Armin trusts the coach and the conditional trainer but, on the other hand, he does not know these substances well. If something gets wrong with Ana's supplements, he will feel responsible for not doing anything.

What do you think Armin should advice Ana to do?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

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**Notes for
facilitators:**

Use it in conjunction with the “The Pressure: Armin’s story” Case Study.

This **problem scenario** plays on multiple levels: It examines the issue of **knowing your supplements and medication** as well as it explores why **doping is a temptation** for athletes’ supporting personnel (e.g., coaches, trainers).

It presents a **practical dilemma** as to whether Armin should advice Ana to deal with her own emotions about the problem she is facing, namely her reservations for these supplements despite the team’s clear instructions in using them.

The problem scenario explores the issue of power in human relationships, and how this may influence decisions around PAES use.

By relating the problem directly to doping awareness literacy (Session 1, Session 3, Session 7, and Session 2), through the discussion and the process of finding a solution for Ana’s dilemmas and challenges, learners can become aware of the role and importance of having information and reliable information sources, as well as how to develop coping strategies to resist pressure and make informed decisions.

Episode 12 The Regeneration: Tom's story

The Problem: Relationship issues...

Tom is a 27-years old water polo athlete of a competitive level, therefore engaged in a rigorous training programme, using protein and other supplements for regeneration and recuperation. Generally, he is very careful with his diet, following the advices from the team's nutritionist.

His wife Katrin does not like at all the idea of Tom consuming so many supplements. She believes that a proper diet, a careful consideration of rest, sleep, and amount of work, suffice to achieve optimum performance. She also believes that the use of supplements is "not what sports is all about", stating reservations about their consequences and effectiveness.

Tom on the other hand believes that without those supplements, he will not be able to bare the heavy schedule he has, neither will achieve his full potential. He argues that he uses PAES only for regeneration purposes, while rumours stress that top athletes use doping substances to boost their performance. When he compares himself with many other athletes that use "heavy stuff" as he says, he does not believe that he is doing something wrong. Katrin strongly believes that Tom should stop using supplements and this is a constant reason for debates between them.

What would you advise Katrin and Tom if you were their friend?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with “The Regeneration: Tom’s story” Case Study.

This **problem scenario** examines the issue of **knowing your supplements and medication and their consequences**, as well as that **doping is contrary to the spirit of sport**.

A **practical dilemma** is presented here: how to manage the opinion of significant others in regards with PAES use, when this contradicts your own. It also presents the case of PAES use providing an unfair advantage to athletes.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution, learners can become aware that consequences of using PAES can go beyond sports and affect one’s personal life.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 6, Session 3 and Session 15. By seeking acceptable solutions for Katrin and Tom; they learn the process of making informed and evidence-based decision for themselves that takes a broad scope of implications into consideration.

Episode 13 The Dedication: Luisa's story

The Problem: Deciding whether it is wrong to...

Luisa is a well-known veteran futsal player, a player who won several national and international championships with her team called Panthers. At the same time, she is the owner of local pub, where she spends some time when she is not training or travelling.

In the city that Luisa is living, there is another good futsal team, the Eagles. One day, her employees told her that a group of futsal athletes from the Eagles visited the pub to have a drink but stepped outside from time to time to smoke something that looked and smelled like weed. One of the players was also a well-known veteran, whereas the others were younger players that joined the Eagles recently. Luisa knew the veteran player quite well, as they competed against each other for a long time. So, she decided to call her and express her concerns. To her dismay, she received the response that “nothing illegal or bad happened there; weed is not banned in the off-season period”. Luisa checked in the GlobalDro webpage if this claim was true, and she discovered that weed is indeed prohibited only during the season; currently it was an off-season period for futsal.

Still, Luisa is bothered by the actions of her colleague, as she thinks that athletes should set an example for younger players, and therefore they should not engage in such behaviours. She is unsure however, if she should report their behaviour or confront her colleague again.

How do you think Luisa should deal with this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

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Notes for facilitators:

Use it in conjunction with “The Dedication: Luisa's story” Case Study.

This **problem scenario** plays on multiple levels: It explores why **doping is against the spirit of sports**, as well as **athletes role in protecting clean sport**.

It also presents a **practical dilemma** as to whether Luisa should engage in a discussion with his younger colleagues, the sport club, the authorities, or if he should remain silent and passive to the conduct of her colleague.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution for Luisa's dilemma, learners can become aware of the role and importance of having information and reliable information sources.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 6, and Session 16; and by seeking for solutions that would help Luisa, they learn the process of making informed and evidence-based decision for themselves.

Episode 14 The Medicalization: Andrew's story

The Problem: Job opportunities...

Hannes is a 32-years old well-known Olympic athlete, competing in marathons. Towards the end of his career, he decided to study medicine and become a pneumonologist. Hannes was very careful during his career, he despised doping practises, and was always checked clean in the relevant doping controls. He believes that Olympic athletes should set a good example, since they are a source of national pride and influence a lot the ethos that young athletes adopt.

Lately, Andrew was asked by the track and field federation to become their physician. He was a bit confused from the fact that the federation needed a pneumologist, but very happy that could return to the sporting environment he always loved, serving from a different post. He became anxious however, when he realized how many athletes now days use inhalers to treat their asthma. Andrew is one athlete like this, who evidently suffers from asthma, but comes frequently to his practise to have a prescription for inhalers. Hannes is not convinced that Andrew needs to use inhalers so frequently, and he is worried that this practise will harm athlete's health in the long-term.

How should Hannes deal with Andrew's situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with “The Medicalization: Andrew’s story” Case Study.

This **problem scenario** explores why there is a need for **doping control in sports** in order to protect athlete’s health, as well as that **athletes role in protecting clean sport** may extend long after retirement from sports.

It describes a **practical dilemma** Hannes is facing, as the positive sporting values he believes to represent may be in risk from his role change, namely from PAES consumer to potential PAES supplier.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution for the situation Hannes is facing, learners can become aware that consequences of suggesting PAES can go beyond direct effects on health.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 14 and Session 16. By seeking acceptable solutions for Hannes; they learn the process of making informed and evidence-based decision for themselves that takes the broad scope of implications of PAES use into consideration.

Episode 15 The Determination: Ali's story

The Problem: What sports is about...

Korina is a 19 years-old Paralympic athlete in weightlifting, and a student at the university. She enjoys her sport very much, as well as the lifestyle that she is following. Her routine includes hard training, attending classes, which means that she has limited time to hang out with friend, or to spend more time with her family.

Being at the gym almost every day, she is involved in many discussions with other athletes that train there, among them Ali. Korina is a strong advocate of "clean" sports, having little tolerance for those who use unfair means to boost their performance. Ali, a para-athlete himself, shares the same values with Korina, engaging with her in long discussion on the topic of clean sports in para-athletes.

Many athletes in the gym however, do not share the same feelings with her and Ali: for many, athletes should be free to choose whether to use doping or not. Some say that only if doping was allowed could competitions become fair.

Korina finds difficult to refute this argument, but at the same time cannot empathize with those that would be willing to use doping practises. She feels that the legalization of doping would lead to harmful consequences for the health of many competitive athletes. She feels very uncomfortable that such discussions take place in the gym, as for her it is something like a temple of sporting ideals.

What do you think Korina and Ali should do?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with “The Determination: Ali’s story” Case Study.

This **problem scenario** plays on multiple levels as it explores whether doping is contrary to the spirit of sport, as well as the **need for doping control in sports**. It also presents a **practical dilemma**, namely whether Ali and Korina should be tolerant in opinions about doping that are different from theirs.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution for Korina’s and Ali’s dilemma, learners can become aware of the importance of having a critical approach about the rules and regulations around PAES and doping use.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 6, and Session 14; and by seeking for solutions that would help Korina and Ali; they learn the process of making informed and evidence-based decision for themselves.

Episode 16 The Adversity: Andrea's story

The Problem: This is your work...

Sam is 21 years old basketball player that turned pro just this summer. He is currently joining the team in the pre-season period, taking place on a training camp. He is very happy that he managed to secure a professional contract, and he is motivated to give his best to secure a place in the team.

The last two weeks of training in the pre-season followed a heavy-loaded schedule, including running in the morning, lifting weights after breakfast, and training on the grass at the afternoon. Every player of the team gets several pills every day at breakfast, shakes ready after each training and some electrolytes diluted in their water during the training sessions. The conditioning coach told him that he is obligated to consume those products, as this is professional sports and "it is your work now, and you cannot make the job right without them", he said. One day while relaxing at his bed, Sam was surfing in the internet and came across an interview of a well-known basketball player, who was blaming his team for being tested positive in an anti-doping control.

Sam and his roommate Andrea are debating on the use of supplements. Andrea believes that they should follow the team's instructions, whereas Sam does not like consuming those supplements anymore, because he is afraid of doping. Andrea advocates that they are not danger, in contrary, these substances will improve his and the team's performance.

If you were in Sam's and Andrea's situation, what would you do?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with the “The Adversity: Andrea’s story” Case Study.

This **problem scenario** explores the implications that PAES use may have in the professional life of athletes. It also explores the importance of **knowing your supplements and medication**, as well as a situation where **social influences and doping** behaviours interact.

It describes a **practical dilemma** about personal beliefs for PAES use, as they may conflict with the demands of the environment of professional sports.

By relating the problem directly to doping awareness literacy, through the discussion and the process of finding a solution for the situation Sam and Andrea is facing, learners can become aware that consequences of using PAES may go beyond direct effects on health and extend into one’s professional life. Learners can be encouraged to build arguments or draw alternative courses of action (e.g., use or not use PAES) exploring the consequences and the outcomes every time.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Session 7 and Session 2. By looking at Sessions 3 and 4 to seek acceptable solutions for Sam and Andrea they learn the process of making informed and evidence-based decision for themselves that takes the broad scope of implications of PAES use into consideration.