

## **Project Patterson (UK)**

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### **Understanding and influencing global coach anti-doping education through the development of an International Framework**

This project aims to improve the effectiveness of anti-doping education and information provision through the development of an international framework for coach anti-doping education. This will be achieved by conducting a comprehensive audit and critical appraisal of current global coach anti-doping education and undertaking systematic consultations with coaches, education providers and policy makers worldwide. This program of research is pivotal to understanding what factors increase the reach and impact of anti-doping programs with coaching populations. It ensures that current provision is understood before intervention development and evaluation studies are undertaken. Furthermore, the research is timely given the World Anti-Doping Agency's (WADA) development of an International Standard for Education and Information. To this end, the project will produce 'ready to use' resources that WADA can make available to national and international sporting, anti-doping and coaching organisations to inform their provision.

Through the World Anti-Doping Code (Code) the responsibility of providing education programs to key stakeholder groups, including coaches, is defined. Specifically, the 2015 Code states that signatories, such as National Anti-Doping Organisations (NADOs) and International Federations (IFs), have a responsibility to promote anti-doping education. To fulfil this expectation, a number of sporting and anti-doping organisations have developed and implemented anti-doping education programs for coaches. However, there are no central public records of the programs being delivered. Therefore, very little is known about the global landscape of coach anti-doping education, including the existence and effectiveness of programs across different nations and sports. It is crucial that this information is collated and appraised to examine compliance and operationalisation of anti-doping policy pertaining to education and information programs. This critical synthesis can then be used to inform the development and refinement of coach-based interventions.

With this in mind, the aim of the research is to develop an international framework for coach anti-doping education. Using logic modelling as a conceptual underpinning and the Behaviour Change Wheel (Mitchie, van Stralen & West, 2011) as a theoretical lens, this will be achieved through the following objectives:

1. Conduct a comprehensive audit and critical appraisal of global coach anti-doping education, including mapping, describing and analysing existing provision for coaches across nations and sports;
2. Undertake systematic consultations with key stakeholders pertaining to coach anti-doping education worldwide, namely coaches, education providers and policy makers;
3. Collate a compendium of case studies of emergent practice in coach anti-doping education to share valuable lessons learned in engagement with this stakeholder group;

4. Create an international framework for coach anti-doping education and an implementation blueprint that are 'ready to use' by organisations (e.g., sporting, anti-doping, coaching) to develop, deliver and evaluate their provision.

These objectives will be accomplished through six complementary phases of research, including an online audit of NADOs, IFs and Coaching Associations, online surveys and targeted interviews with coaches, coach educators and policy makers, and engagement with a working group of representatives from anti-doping, sporting and coaching organisations.