

## Why would someone choose to dope?

### Learning Outcomes

- ★ Describe the range of motivations for using IPEDs
- ★ Explain alternatives to using IPEDs
- ★ Explain why IV infusions are on the Prohibited List

Most **Image & Performance Enhancing Drugs** (IPEDs) are **prohibited substances** in sport and many IPEDs have been linked with significant **health risks**. Broadly defined, IPEDs represent any substance taken with the intention of **altering physical or cognitive performance**, or **physical appearance**, in order to benefit the substance user. Some of the claimed effects of IPEDs include building muscle, increasing endurance, facilitating recovery, increased attention/concentration and fat loss.



There are many **motivations** for IPED use, but the two main types are:

- **Performance-focussed motivation** including improvements in athletic performance
- **Aesthetic-focussed motivations** incorporating increased muscle mass, decreased body fat and weight loss.

Other motivations include **recovery from injury** and **pain management**.

An **Intravenous (IV) Infusion** is the method of putting **fluids and/or drugs** directly into the **bloodstream**. IV infusions are typically administered by inserting a needle into a vein, then using a drip or syringe to deliver the fluid and/or drug.

The WADA **Prohibited List** stated that IV infusions of ‘more than a total of 100 millilitres per 12-hour period are prohibited at all times’, regardless of the prohibited status of the substance, except for those legitimately received in the course of **hospital treatments**. Athletes who receive an IV infusion during a **medical emergency** may need to apply for a **retroactive Therapeutic Use Exemption (TUE)**.

Watch and review the [Social Science Research Video](#), then in **Activity 13.1**, use **sticky notes** to create an **influences wall** to show why an athlete may be **influenced to use IPEDs**.

Review the **IPED Functions** in [Resource 13A](#) and then use **Activity 13.2** to specify **alternatives to IPED use** in an **athlete’s training plan**.

Read the learning from the session and then answer the **True/False Questions** in **Activity 13.3** on **TUEs** and **IVs**.

### Quick Links:

- [Social Science Research Video](#)
- [IPEDs Report](#)
- [Think Real Resources](#)
- [Current UKAD ADRV Sanctions](#)
- [WADA Intravenous Infusions and/or Injections](#)
- [Steroids](#)

### You will need:

- Handouts
- Internet Access
- Sticky Notes
- Jamboard or Padlet (optional)*

### Assessment Options

**Scaffold:** Outline the key elements of a presentation about the influences on an athlete, in their choice to use IPEDs.

**Task:** Produce and deliver a presentation about the influences on an athlete’s potential IPED use.

**Challenge:** Develop and deliver a presentation on influences and motivators for IPED use in a performance athlete and gym user.

<b>IPED Categories by Function</b>	<b>IPED</b>
<b>Muscle Growth</b>	Anabolic steroids, growth hormone, Selective Androgen Receptor Modulators (SARMs), insulin
<b>Fat Loss</b>	Growth hormone, T3 & T4 (Thyroid drugs), ephedrine, clenbuterol, amphetamines, 2,4-Dinitrophenol (DNP)
<b>Stimulants</b>	Ephedrine, amphetamines, 1,3-dimethylamylamine (DMAA)
<b>Strength &amp; Power</b>	anabolic steroids, SARMs
<b>Offset/Prevent Side-Effects</b>	tamoxifen, clomiphene, finasteride
<b>Injury Recovery</b>	Growth hormone
<b>Cognitive Enhancement</b>	Adderall, Modafinil

<b>IPED Categories by Chemistry</b>	<b>IPED</b>
<b>Anabolic Steroids</b>	Testosterone (Androgel), Stanozolol (Winstrol), Nandrolone (Deca-Durabolin)
<b>Peptide Hormones</b>	Growth hormone, insulin, Insulin-like growth factor (IGF-1), SARMs

Prohibited Substance/Method	Potential Physical Harms
<b>Anabolic Steroids:</b>	<ul style="list-style-type: none"> <li>● Acne</li> <li>● gynaecomastia (males)</li> <li>● Hypothalamic-Pituitary-Testicular Axis (HPTA) disruption/fertility issues (males)</li> <li>● Cardiovascular issues</li> <li>● Hypertension</li> <li>● Liver disorder (oral anabolic steroids)</li> <li>● Tendon damage</li> <li>● Hair loss (males)</li> <li>● Virilisation (females)</li> <li>● Menstrual cycle disruption</li> <li>● Normal growth patterns disrupted (young people).</li> </ul>
<b>Growth Hormone:</b>	<ul style="list-style-type: none"> <li>● Diabetes</li> <li>● Carpal tunnel syndrome</li> <li>● Acromegaly.</li> </ul>
<b>Insulin:</b>	<ul style="list-style-type: none"> <li>● Hypoglycaemia (potentially fatal).</li> </ul>
<b>2,4-Dinitrophenol</b>	<ul style="list-style-type: none"> <li>● Fatal hyperthermia</li> <li>● Nausea</li> <li>● Vomiting.</li> </ul>
<b>IV Infusion</b>	<ul style="list-style-type: none"> <li>● Complications at the injection site (such as infection, phlebitis and venous thrombosis)</li> <li>● Fluid and solute overloading resulting in electrolyte abnormalities</li> <li>● Over-hydration</li> <li>● Congestive conditions (central and peripheral)</li> <li>● Acid base imbalances.</li> </ul>



**FALSE**

**UKAD**  
Protecting Sport

A red rectangular card with rounded corners. The word "FALSE" is written in large, white, bold, sans-serif capital letters in the center. In the bottom right corner, the UKAD logo is displayed, consisting of the word "UKAD" in a bold, sans-serif font with a blue and white graphic element, and the words "Protecting Sport" in a smaller, white, sans-serif font below it.

FOLD

**TRUE**

**UKAD**  
Protecting Sport

A green rectangular card with rounded corners. The word "TRUE" is written in large, white, bold, sans-serif capital letters in the center. In the bottom right corner, the UKAD logo is displayed, consisting of the word "UKAD" in a bold, sans-serif font with a blue and white graphic element, and the words "Protecting Sport" in a smaller, white, sans-serif font below it.

## ✓ Activity 13.1: Sticky Note Influences Wall

As a group or as an individual, watch the [Social Science Research Video](#) about the potential **influencers** to the use of **Image & Performance Enhancing Drugs** (IPEDs).

1. Use sticky notes or a digital version such as Jamboard or Padlet to write down the influences noted in the video.
2. Consider the influences impacting a performance athlete. Which of the potential influences are more applicable to them?
3. Consider the lifestyle of a regular gym user. Which influences could cause them to use IPEDs?





On the right is a table that contains **five** of the intended **functions of IPED use**.

1. Rather than using IPEDs, which contain prohibited substances, how else could an athlete generate these outcomes through their training programme?
2. Complete the second column in the table to describe elements of a training and/or recovery plan that would generate this functionality for an athlete.
3. Which parts of your plan refer to physical training?
4. Do any elements of your plan focus on ergogenic aids such as sleep, diet, physiotherapy etc?

IPED Function	Positive Training Strategy
Muscle Growth	
Fat Loss	
Stimulants	
Strength & Power	
Injury Recovery	
Cognitive Enhancement	



## Activity 13.3: TUE True or False

On the right are four different **forms of IV Infusions**. Print out and fold in half the **True/False cards** in Resource 13C.

1. Call out each form of IV Infusion in turn and as an individual or group hold up the True/False card to indicate whether, for a performance athlete, the IV Infusion would be covered by a Therapeutic Use Exemption (TUE).
2. Which of the four scenarios are permitted for a performance athlete and why is this the case?
3. Extension Activity: For a performance athlete in a Registered Testing Pool, when would a TUE be needed and when would a retroactive TUE be needed?

Rehydration  
Clinic

Emergency  
Medical  
Treatment

Hospital  
Treatment

Wellness  
Clinic

Rehydration Clinic	Emergency Medical Treatment	Hospital Treatment	Wellness Clinic
FALSE	TRUE	TRUE	FALSE
Rehydration Clinics are not considered to be a hospital venue	A retroactive TUE should be sought	A TUE should be applied for in advance of hospital treatment, unless this is an emergency	Wellness clinics are not considered to be hospital venues



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### Scaffold:

Outline the key elements that would be included in a presentation to explain the influences on a performance athlete, that may lead them to choose to use IPEDs.



### Task:

Produce and deliver a presentation that explains the influences on a performance athlete and how these influences could lead to the use of IPEDs. Consider both internal and external influences in the athlete's decision making.

### Challenge:

Develop and deliver a presentation focused on the use of IPEDs by performance athletes and gym users, and the influences and motivations behind their choice. Contrast the outcomes with alternative training methods that could produce similar outcomes for the athlete and gym user.