



Australian Government  
Australian Sports Commission

# Coaching AUSTRALIA

## In this edition

- > Guest editorial — Jill McIntosh
- > Preparing your athletes for training and competition
- > Missing in action
- > A coach's introduction to sports science
- > What you as a coach need to know — World Anti-doping Code
- > Resource review
- > State Sport Education Centre contacts

## Coachprofile

### Martin Barras | AIS National Cycling Coach *Eventful ride for cycling coach* by Graham Cooke

Martin Barras became an Australian citizen on 26 January 2004 — and from a sporting perspective, the philosophy of his new country is a more comfortable fit for the Canadian-born national senior track cycling coach.

'In Canada, sport is regarded as a nuisance, getting in the way of business and making a living,' he said. 'Here it's so much part of the national life. You look at the Australian of the Year and about one in three is a sports person — that would be unthinkable in Canada.'

Perhaps the Canadian attitude is understandable, given the financial legacy of the 1976 Montreal Olympics, but it was those Games that first awoke the teenage Barras's interest in cycling. 'It looked like something I would really enjoy,' he said. 'I spent that summer riding around with my friends, and the following year I joined a club.'

As a rider he had moderate success, making the Canadian team, but never getting selected for an Olympic Games or world championships. A decade later he had retired from the sport, coaching part time with his Quebec-based club and settling into that serious



Australian Sports Commission/Getty Images 02066-33

Canadian business of making a living, working as a tax economist with the provincial government.

And there it might have ended had it not been for a nagging desire to get back into sport. 'After a couple of years I just got bored with the computer as my best friend,' he said. 'I wanted to be out of doors rather than getting sick with the office air-conditioning. I was actually quite good at my job, but loved working with people more.'

'I got an interview to coach the Quebec provincial team. That fell through but the word must have got round because three months later there was an offer from Alberta, so I packed my bags and headed west.'

It was a big move for the man who describes himself as a proud Quebec nationalist. 'You have to understand Canadian politics. French Canadians have very little to do with the west, we really don't share much apart from the name of the country,' he said.

'My parents and friends thought I was crazy, but all I wanted to do was coach and in the end it worked out really well, I very nearly settled there.'

That idea came to grief because of the Canadian diffidence towards sport, especially where publicly funded coaching positions were concerned. 'The team was getting better and better, and my funding was getting less and less,' he said. 'During the last two years in the mid-1990s there were clear signals that the job, as a full-time proposition, was coming to an end.'

He was about to become re-acquainted with his old friend the computer, when some enquiries he had made 'down under' bore fruit. 'The world was beginning to take note of what was happening in Australian cycling, and I had toured the country for two months, making the usual calls and getting my name known, then out of the blue I got an offer from the Western Australian Institute of Sport to coach its squad.'

Barras left Canada one January morning with the temperature at minus 28 degrees Celsius and landed in Perth at 33 degrees. 'I was wearing a polo shirt, sweatshirt and jacket and knew I was in trouble the moment the plane door opened,' he recalled.

'WA had a small program, but the facilities were excellent. The problem was there was no structure in place. I looked at it and decided that when I came out of the Institute I would have put something in place so another coach would be able to walk in and take over, simply shaping it to the way he wanted things done.'

That moment came five years later when, in February 2000, he answered a call from the British national team to coach its track sprint cyclists during their lead-up to the Sydney Olympics.

The success he achieved was more than anyone expected, with the team winning gold and silver medals. More importantly perhaps, all but one of the team turned in personal best performances during the competition — a relatively rare achievement in the pressure cooker of an Olympic Games.

Again he might have stayed. This time it was his wife, who hails from Melbourne, who intervened.

'Our second child was on the way and one day, in April 2001 she just woke up and said, "We are going back to Australia",' he said. 'She told me I could be a cab driver or a pizza delivery boy, but we had to go back.'

Not enamoured with either career suggestion, he made enquiries among the Australian cycling community, and the high performance manager of the AIS program,



Michael Flynn, suggested he apply for the national coach's position.

'I hadn't been thinking of that, but Michael said I should apply anyway then at least they would have my interview on record,' he said. 'I went ahead in June 2001 and the next day he rang back to say the job was mine. I asked my wife if she would mind living in Adelaide and she spent the rest of the evening saying, "Take it, take it, take it".'

Barras said there were significant differences between the British and Australian programs. 'The British program is probably the best funded in the world, but short on experience, and you can't

buy that,' he said. 'They're getting there but they still have a long way to go. In Australia the AIS has been running for more than 20 years, so you have people who are well versed in things like the build-up to an Olympic Games or world championships.

'On the other hand, Britain was easier in 2000 because we went in as the underdogs with no great expectations or recognition — in all my time in the UK, I did not do a single interview like this one. Here, someone sneezes and the whole nation knows about it the next day. The pressure is intense.

'It is impossible to say how an athlete will perform at the Olympics, it is such a different competition, but generally we were pleased at the way the preparation for Athens went.'

And the future? 'My thoughts are that to do a good job, a coach should stay on for two full Olympic cycles, but in the long term, and although I miss my friends and family in Canada, when this whole business of international coaching is done and dealt with, we will be settling here.'

*Coaching Australia*, issued six-monthly, is published by the Australian Sports Commission.

For more information on coaching in Australia, visit the Australian Sports Commission coaching web site at [www.ausport.gov.au/coaching.asp](http://www.ausport.gov.au/coaching.asp)

To receive an electronic version of *Coaching Australia* email [coaching@ausport.gov.au](mailto:coaching@ausport.gov.au).

© Australian Sports Commission 2004

This work is copyright. Apart from any uses as permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without written permission from the Australian Sports Commission. Requests and enquiries concerning reproduction should be addressed to:

The Manager  
Business Development  
Australian Sports Commission  
PO Box 176  
BELCONNEN ACT 2616  
Email: [copyright@ausport.gov.au](mailto:copyright@ausport.gov.au)

Opinions expressed in this newsletter are not necessarily those of the Australian Sports Commission.

For general enquiries regarding the Australian Sports Commission:

Tel: (02) 6214 1111  
Fax: (02) 6251 2680  
Email: [asc@ausport.gov.au](mailto:asc@ausport.gov.au)  
Web site: [www.ausport.gov.au](http://www.ausport.gov.au)

ISSN 1448-3742

All images Australian Sports Commission unless otherwise stated.

Produced by Australian Sports Commission Publications staff

Printed by PIRION

## Guest editorial — Jill McIntosh

My retirement from the international coaching scene recently has led to many people asking me about the level of involvement I may continue to have with my chosen sport of netball.

This has caused me to ponder the role of coaches at various levels along the coaching continuum. Where do we all fit in? Do we have to progress through the ranks in order to continue contributing as coaches? Is moving to an increasingly higher level of coaching essential to maintaining our ability as coaches?

There is no question that ongoing professional development activities are an essential component of good coaching. However, it is particularly important to acknowledge the significant contribution that coaches make to developing our athletes at all levels, especially at the beginner level.

These are the coaches who provide the product that our elite coaches take on later in their respective careers and develop into world champions. As we rapidly approach the Athens Olympic and Paralympic Games, we are probably focused pretty much on the elite-level athlete and coach, since these are the individuals receiving most publicity at this time, even more so than usual. However, we should not forget the myriad of coaches at children's and entry



level. We should be giving these coaches a collective pat on the back, because without them, we would not have a team capable of bringing home the swag of medals that we so eagerly anticipate from the Games.

And if those coaches choose to remain at that level, turning out crops of athletes year after year with well-developed basic skills, good for them. The bottom line is that not everyone can coach at the Olympic or world championship level, regardless of ability, because there are only limited positions at that level.

It could be contested that the real strength of a sport can be determined by the depth of its coaching structure and the support that is offered to coaches at all levels.

So, if you are an entry-level coach, stand tall and be proud of yourself. Your contribution to sport in this country is immeasurable.

**Jill McIntosh**  
Former Australian netball coach

# Preparing your athletes for training and competition — a coaches' guide to mental rehearsal

by **Dr Michelle Paccagnella**, Psychologist, ACT Academy of Sport

## What is mental rehearsal?

Mental rehearsal is also known as imagery or visualisation. It involves using all of the senses to create or recreate an event or image in the mind.

## Benefits of mental rehearsal to athletes

Mental rehearsal is a very specific form of practice, with distinct benefits. Mental rehearsal can help you:

- improve performance
- practise when you are physically unable to (for example, due to injury)
- learn and improve skills
- improve mind–body synchronicity.

Mental rehearsal activates a network of neural coded programs that activate physiological responses. Therefore, imagining something means you are actually strengthening the neural pathways required for that skill and the more likely you are to reproduce it again in the future.

Mental rehearsal can also be used in modelling. When your athletes watch others perform an exceptional move or action they can recreate this image in their minds' eye and imagine feeling it within their body, similar to an instant replay. They can help them to perform the skill for themselves.

Mental rehearsal can also:

- boost confidence by rehearsing previous good performances and practising new situations
- improve concentration by allowing the mind to be more organised and focused on the right cues
- increase self-awareness by focusing on cues from more than one sensory source.

## How to mentally rehearse

Preparation:

- At first it is best to eliminate all distractions, to be comfortable and relaxed. Eventually you will be able to use mental rehearsal anywhere.
- Control your breathing, to help you relax and clear your mind.
- Relax your body and eliminate muscular tension.

When you are imagining your skill or performance:

- use all of your senses
- make the imagery realistic, precise and vivid
- imagine in real time

- use a combination of internal and external imagery.

An internal perspective in mental rehearsal is one where you imagine what you would usually see and feel when you are performing the skill. An external perspective is like viewing yourself on video — you see things from an observer's perspective. Research has indicated that elite athletes tend to switch between internal and external imagery perspectives, so athletes should practise both.

## What to mentally rehearse

Start with simple skills and movements, so that the athlete can experience mastery over mental rehearsal. For example, netball players might imagine executing a perfect chest pass or swimmers might imagine the feel of the water and their streamline after a dive. Once your athletes are reasonably skilled at mentally rehearsing isolated skills, they can be combined into more complex situations such as penalty corners in hockey or entire rallies in tennis.

It is beneficial for athletes to mentally rehearse:

- simple skills
- complex sequences of skills
- game/competitive situations
- new skills they are mastering
- how they want to feel when they perform (for example, playing with confidence).

## When to mentally rehearse

- Before games and practice sessions
- Before executing specific skills (for example, before playing your next shot in golf)
- During breaks in play
- After events or training, as an aid to debriefing and goal setting
- When the athletes are nervous, focusing on mentally rehearsing skills will reduce nerves and tension
- When it is not possible to actually train or compete (for example, when injured or when poor weather stops practice)

## How to teach mental rehearsal to your athletes

- 1 Educate your athletes about what mental rehearsal involves and why it is such a useful skill for them to learn.
- 2 Explain the different perspectives (internal/external) and use of the senses. Early mental rehearsal practice sessions might involve asking your athletes to imagine they are



jumping into an ice-cold swimming pool on a hot day, smelling a barbecue cooking, or listening to the wind in the trees, to encourage them to employ all of their senses when imagining.

- 3 Teach your athletes how and when to use mental rehearsal using the guidelines above. You may like to talk them through a scenario as they imagine it, describing in detail what is occurring, or the athletes can think it through for themselves.
- 4 Incorporate mental rehearsal into your training program and competition routines, to ensure your athletes know that it is a useful and important tool to be used to enhance their performance. Incorporate time for mental rehearsal into skill development sessions.

## How to help athletes who find mental rehearsal difficult

- They may be focusing too much on one of their senses (usually visual imagery), when in actual fact they are better at another form of mental rehearsal, such as kinaesthetic (feeling) imagery. Encourage them to think about how things look, feel or sound.
- Ask the athlete to close their eyes and then describe their bedroom at home. Imagining a very familiar setting will often teach them how to use mental rehearsal.
- Show the athlete a videotape of them playing. After skill execution, pause the tape and have the athlete mentally replay what they have just seen, focusing on how it looked or felt.
- Have the athlete perform a skill at practice, then stop and mentally review it.

# Missing in action

## — a baseline study of the attitudes of coaches who failed to re-accredit with the National Coaching Accreditation Scheme

### Background

With approximately 83,000 coaches across 86 sports registered with the National Coaching Accreditation Scheme (NCAS), the challenge to successfully manage and retain this pool of accredited coaches for Australian sport is a significant one.

A large number of coaches fail to renew their accreditation, typically due every four years.

So where are these lapsed coaches and what are their attitudes towards accreditation, renewal and the NCAS?

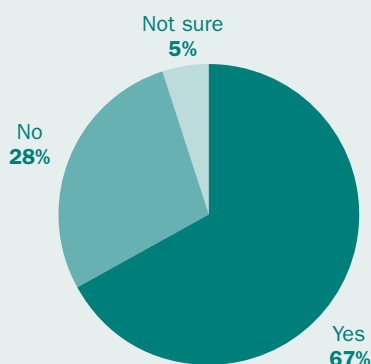
### A survey of lapsed coaches

The Coaching and Officiating unit of the Australian Sports Commission, in partnership with the sports research agency SPORTINFO, has recently completed a study of these lapsed coaches. A total of 452 coaches who failed to renew their accreditation responded to a survey mailed to them in late 2003. Coaches from all accreditation levels (Level 1–3), both male and female, across metropolitan and regional areas, responded to the study, providing strong baseline data on this group of coaches.

### Not aware the renewal was due

Almost one in three coaches who have not renewed their accreditation were unaware that it had lapsed. While the survey did not audit renewal notification processes, it was evident that the process of reminders, whether the responsibility of the sport or the NCAS, has in a number of cases not clearly communicated the renewal timing. The outcomes warrant some review of the notification processes.

**Figure 1:** Percentage of coaches aware their accreditation had lapsed



### Coaches not lost to sport

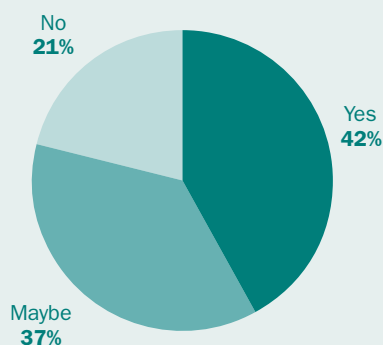
Failure to renew accreditation does not imply that the coaches are lost to coaching. Many coaches who have not renewed their accreditation are still active coaches. The survey results show that:

- 44 per cent are actively coaching
- 24 per cent are currently non-active but have indicated that they will coach again in the future
- 21 per cent are currently non-active and have indicated that they would consider coaching again
- 12 per cent will not coach again.

There are some clear positive signals for sport and the NCAS:

- For those currently coaching, renewal of accreditation can be achieved most likely with direct contact to these coaches. Most indicated that they were simply unaware their accreditation had lapsed.
- Among those not currently coaching, greater levels of support from clubs and associations are likely to encourage some to resume active coaching. Many have indicated that if they do resume coaching they are likely to renew their accreditation.

**Figure 2:** Intention of coaches currently not coaching to coach in the future



### Coaches support accreditation

An overwhelming proportion of coaches hold positive views and attitudes towards the accreditation process. Most agreed:

- it was a valuable start for new coaches
- it was something coaches are proud of
- that coaches should be accredited.

### Coaches less enthusiastic towards renewal

The renewal process drew a less enthusiastic response. Clearly the notification of renewal, renewal processes

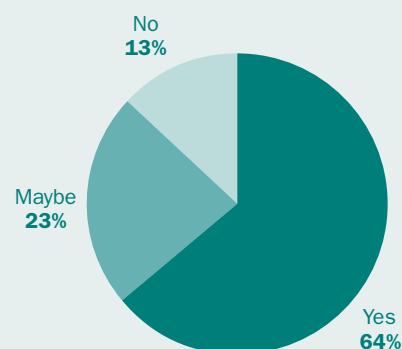
and hurdles, and promoting clear tangible benefits of renewing accreditation (over and above obtaining accreditation) need to be communicated.

The management of the database of accredited coaches, whether managed centrally or by individual sports, will represent an ongoing challenge. The survey has indicated that a review of the:

- nature, frequency and content of communication with coaches
- level of support and facilitation of renewals

may be warranted to increase the retention of coaches within the accredited coaching scheme.

**Figure 3:** Percentage of lapsed coaches who would renew their accreditation



### How can the NCAS be improved?

While somewhat unenthusiastic towards re-accreditation, coaches responding to the survey were forthcoming with suggestions for improving the NCAS scheme. The suggestions raised included:

- reminders that renewals were due and building awareness of the re-accreditation process. Some recommended consideration of alternative renewal processes, such as online renewals
- building the level and quality of communication between the NCAS and individual coaches; coaches also made mention of building resources (library, information, professional development opportunities) available to accredited coaches
- acknowledgement of part-time/casual coaches and the renewal hurdles for these coaches
- greater access for regional coaches.

Clearly there will be many challenges to successfully engage and maintain the involvement of this valuable sport resource. While the study has provided some useful direction for better understanding this group, enhancements to the NCAS will be necessary to shift current attitudes and resultant behaviours.

# A coach's introduction to sports science

by **Peter Reaburn PhD**, School of Health and Human Performance, Central Queensland University

## Sports science — what's that?

Sports science is simply the application of scientific principles to improving and understanding sports performance in athletes. The Australian Association for Exercise and Sport Science ([www.aaess.com.au](http://www.aaess.com.au)) defines sports science as a multi-disciplinary field of study concerned with the understanding and enhancement of human sports performance that includes the knowledge, methods and applications of sub-disciplines of human movement studies (that is, exercise physiology, biomechanics, motor control and development, exercise and sport psychology) as well as how they interact.

Sports scientists evaluate, research and advise on coaching, training, competition and recovery practices in all areas and levels of sport. They work with high performance teams such as the Wallabies (rugby union), Dolphins (swimming), Hockeyroos (hockey), NRL (rugby league) and AFL (Australian rules football) teams or with individual high performance athletes in academies and institutes of sport to provide scientific support in preparation for competition. Their role may involve information gathering such as we see in swimming and cycling where splits and/or turn times are given during events, providing technical and practical support on training methods, injury prevention, technique analysis, nutrition and optimisation of performance, and assistance with psychological issues (such as motivation, stress and arousal, and coping strategies).

One of the real challenges of sports science is to communicate the findings of research in a manner that is meaningful and understandable for the practising coach. Sadly, it might be said, there is little incentive for sports scientists to communicate their findings to the lay coach. The pressure within science is to chase research grants, to present at scientific conferences and to publish within peer-reviewed journals. The reality is that there are increasingly fewer research grants available for sports scientists as governments put more money into health and disease research. This is leading to promising sports scientists moving into the health and disease research domain.

Another reality is that sports scientists present their research at conferences, such as the excellent recent Australian Association for Exercise and Sport Science Conference in Brisbane ([www.aaess2004.qut.edu.au](http://www.aaess2004.qut.edu.au)), that are attended by other sports scientists rather than coaches. The final reality is that sports scientists, for reasons of promotion and professional recognition, publish their work in journals that usually sit in libraries and are read by other sports scientists, rather than coaches. Thus, there appears little incentive for sports scientists to conduct, present or publish their work at coaches' forums or in lay publications that are easily read by practising coaches. The purpose of this paper is to give you, the practising coach, some simple ways that might enable you to read or use sports science.

## Reading sports science

Every university and academy or institute of sport library will be filled with the leading sports science journals, such as:

- *British Journal of Sports Medicine*
- *Canadian Journal of Applied Physiology*
- *European Journal of Applied Physiology*
- *International Journal of Sports Medicine*
- *Journal of Applied Physiology*
- *Journal of Sports Medicine and Physical Fitness*
- *Journal of Sports Sciences*
- *Journal of Strength and Conditioning Research*
- *Medicine and Science in Sports and Exercise*
- *Physician and Sports Medicine*
- *Sports Medicine*.

Most coaches will have little access to these libraries or journals. Moreover, many of these journals are readable or understandable only to coaches who may have a sport or exercise degree, possess a Level 2 or above accreditation, or might have access to a sports scientist they can

speak to about the research contained in the journals. However, there are a number of excellent web sites where sports science articles and reviews have been written in far more readable form for coaches. The beauty of these sites is that they also have excellent search engines to help you find information on specific topics that will be of interest to the coach. The articles are reviews that have collated the research findings contained in scientific journals, such as those listed previously, and applied them to sport. These sites include:

- [www.acsm.org/](http://www.acsm.org/) — a web site run by the American College of Sports Medicine (the premier sport and exercise science organisation in the world). It has a wide range of sports science-related topics and publications to peruse.
- [www.physsportsmed.com/](http://www.physsportsmed.com/) — the home page of the journal *The Physician and Sportsmedicine*. It has numerous free online articles on all matters relating to athletic performance.
- [www.gssiweb.com](http://www.gssiweb.com) — the home page of the Gatorade Sports Science Institute. It has an excellent range of articles relating to sports performance.
- [www.sportsci.org](http://www.sportsci.org) — the homepage of the leading sports science web site for students of sports science.

Finally, I cannot emphasise enough that the National Sport Information Centre, based at the Australian Sports Commission in Canberra, is widely regarded as the best of its type in the world. It looks like a library and is a feast of information on every sports-related topic you could imagine. However, behind the books, journals, videos and magazines that line the shelves at the Centre are a 'swag' of other services that are widely available to anyone with an interest in sport. While some of these services carry a small fee, the cost is a good investment. See the web site at [www.ausport.gov.au/nsic/](http://www.ausport.gov.au/nsic/) and have a look at the wide range of services available.

## Using sports science methods

For the lay coach without access, skills or money to use high-powered technology such as lactate analysers, SRM cranks for the elite cyclists, or timing lights to measure speed, there are numerous other coach-friendly ways a coach can use sports science. That is, gather and use data to monitor training and performance. Below are a number of these methods that my postgraduates and former students have come up with:

*continued next page*



- measuring and recording heart rate monitor data to prescribe training zones in endurance athletes and team players. All this takes is a heart rate monitor and some knowledge of heart rate zones (see [www.pursuit-performance.com.au](http://www.pursuit-performance.com.au))
- measuring and recording stroke/stride rates and distances in swimmers, runners and rowers
- measuring and recording 'splits' with a stopwatch over a training session or time to monitor fatigue or changes in performance over time
- monitoring training loads by simply measuring duration of training and rating of perceived exertion on a 1–10 scale (see Aaron Coutts's article in the reference list following).

### Conclusion

Practising coaches need to train their athletes using scientific principles. Scientists and coaches working together over many years have developed these principles to the point where they are widely accepted and imparted through coaching courses and associated literature. Sports scientists continue to work with high performance athletes and coaches to open up new training and recovery methods that will enhance sports performance. Many of these sports scientists present their work in publications and on web sites such as those listed earlier in the article or at conferences that are run by the Australian Sports Commission, Sports Medicine Australia or Australian Association for Exercise and Sport Science. I encourage you to check out the resources listed above, try the ideas mentioned in this article, and in particular, speak to a sports scientist at a coaching workshop or course you might attend. I can tell you that they love imparting what they know and probably learn just as much from you, the coach, as you do from them!

### Suggested reading

Coutts, A, Wallace, L and Slattery, K 2004. 'Monitoring training load', *Sports Coach*, 27(1):12–14.

Durell, D, Pujol, T and Barnes, J 2003. 'A survey of the scientific data and training methods utilized by collegiate strength and conditioning coaches', *Journal of Strength and Conditioning Research*, 17(2):368–73.

Sands, W 1995. 'How can coaches use sports science?', *Track Coach*, 134:4280–3.

Stone, MH, Sands, W and Stone, ME 2004. 'The downfall of sports science in the United States', *Strength and Conditioning Journal*, 26(2):72–5.

## Resource review

### Run Like You Stole Something: the science behind the score line

Damien Farrow and Justin Kemp

Published by Allen & Unwin, 2003

230 pages

RRP \$29.95 (GST inclusive)

Reviewed by Gene Schembri, Senior Sports Consultant, Innovation and Best Practice, Australian Sports Commission

The first thing you will notice about *Run Like You Stole Something* is that the authors are not averse to dressing up and pulling funny faces. The book is an irreverent, witty and informative look at the inner workings of sport.

*Run Like You Stole Something* is written for a broad audience and 'examines many of the sporting conundrums that are discussed at the game, in the lounge room, at the pub or around the coffee machine on a Monday morning'. The authors lament the lack of communication between scientists and almost everyone else. Farrow and Kemp demonstrate that it is possible to understand the science behind sport and stretch your diaphragm with laughter at the same time. They are well qualified for the task. Damien Farrow is doing some leading-edge skill acquisition research at the Australian Institute of Sport, and his companion in making us laugh and think, Justin Kemp, is an exercise physiologist in the School of Exercise Science at the Australian Catholic University.

Liberally sprinkled throughout the book are boxes containing key point summaries, historical anecdotes and accounts of many bizarre incidents in sport. The boxes are a good read in themselves.

As light-hearted as the book is, there is excellent material in it for the serious coach educator. For example the second chapter, 'Mind over matter', brings together research-based information about the best way to give verbal instruction and provide feedback to athletes, something every coach does at every session. The bite-sized presentation of many research findings in sport is a real strength of the book. Chapter 3, 'Nature versus nurture', provides a handy summary of work in genetic research and its impact on sport. You will also find out whether there is a link between the length of your ring finger, your testosterone levels and your propensity for sporting prowess.



For those sports nuts thinking of starting a family and keen to optimise their offspring's chances of sporting success, then the section on birth date effect is a must read.

If you are organising a sports trivia night, all you will need is *Run Like You Stole Something*. Expect to find tantalising tidbits on all the sports Aussies like to play or watch from the couch. The punter who follows the gee gees is also catered for. And for the X and Y gen daredevils who are into extreme sports, there is a whole chapter. For example, for those looking for a bit of adventure in their work life, spare a thought for the scientists who crawled into the dens of six hibernating wild bears to check out some muscle physiology, something the editors of *Coaching Australia* do not recommend.

There is information on cramps and stitches, a look at hyperbaric chamber treatments and the answers to the following questions and more: Which host Olympic country did not win a gold medal? Are more rugby union matches being decided on penalty kicks than in previous times? In what sport did the 41-year-old female referee choose to shower with the blokes because there was only one shower room? Who is the fastest 100-metre runner in history if you standardise for wind and altitude effects? And to help with your next Melbourne cup office sweep, the authors provide a sure-fire way to pick the winner.

*Run Like You Stole Something* is a must read for anyone with an interest in sport, a desire to be able to dismiss sport commentators' half-truths or those not worried about ending up with a laughing-induced stitch which may possibly be cured after reading beyond page 138!

# What you as a coach need to know — World Anti-doping Code

by **Kate Lovell**, Australian Sports Drug Agency

THE WORLD ANTI-DOPING CODE (THE CODE) IS NOW BEING ADOPTED BY MOST SPORTS AS THE BASIS FOR THE FIGHT AGAINST DOPING. THE CODE IS A SET OF INTERNATIONAL RULES THAT AIMS TO HARMONISE THE FIGHT AGAINST DRUGS IN SPORT WORLDWIDE.

The Code also spells out the roles and responsibilities that coaches have in relation to anti-doping. You as a coach should know what these roles and responsibilities are and what impact this will have on you and your athletes.

Remember that coaches are trainers, advisors and mentors, and are in a great position to support the code and drug-free sport.

## Anti-doping rule violations — new regulations under the Code

The anti-doping rule violations listed in the Code cover more than just athletes returning a positive test result — anti-doping rule violations also apply to coaches!

Coaches must know what constitutes an anti-doping rule violation.

Anti-doping rule violations relating to athletes and athlete support staff such as coaches are:

- tampering or attempting to tamper with any part of the doping control process
- possession of prohibited substances and methods
- trafficking of any prohibited substance or method
- administration or attempt to administer to an athlete a prohibited substance or method, or assisting, encouraging, aiding, abetting, covering up or any other type of complicity involving an anti-doping rule violation or any attempted violation.

Anti-doping rule violations relating to athletes are:

- the presence of a prohibited substance in specimen
- the use or attempted use of a prohibited substance
- avoidance or refusal to undertake a sample collection
- failure to provide whereabouts requirements.

Lifetime sanctions are applicable to some of the anti-doping rule violations listed above — be aware of your responsibilities!

## Drug testing at a training session — what a coach should do

There are occasions when a doping control officer will attend one of your

training sessions unannounced to conduct drug testing. No-advance-notice testing is listed as a priority under the Code.

While doping control officers are as flexible as possible in these circumstances, there are specific procedures that they must abide by.

Your awareness of these processes will increase the efficiency and effectiveness of drug testing. Coaches should know that:

- the athlete is to be notified in person first — the doping control officer or chaperone cannot inform a coach of which athlete they are seeking to test
- the athlete has the right to complete their training session before passing a sample for drug testing.

Doping control officers recognise the needs of the athlete and coach, but ultimately they are there to get a job done.

The key message for you as a coach is that, with your assistance and understanding, drug testing sessions will run smoothly, and this will minimise the impact of drug testing on your athletes.

## Australian Sports Drug Agency education resources — now updated with Code information

The Australian Sports Drug Agency has updated all its education products and information services to reflect the changes in the Code. The education resources below are available to athletes and coaches.

- The Australian Sports Drug Agency hotline (1800 020 506) is available Monday to Friday 9.00am to 5.00pm. The service provides sport-specific information regarding the status of registered pharmaceutical products in sport. If in doubt about a medication, an athlete should check it out via the hotline.
- Australian Sports Drug Agency presentations explore different topics of anti-doping education. These education sessions provide an opportunity for face-to-face information exchange and are designed for athletes and athlete support personnel. Coaches wishing

to attend a presentation should contact their national sporting organisation for further details.

- Australian Sports Drug Agency anti-doping information handbooks are small, easy-to-handle reference books that list permitted medications and drug testing procedures. These can be purchased via the Australian Sports Drug Agency hotline (1800 020 506).
- The Australian Sports Drug Agency web site provides the latest anti-doping information, accessible 24 hours a day, seven days a week, [www.asda.org.au](http://www.asda.org.au).

## Athletes that need to use asthma puffers and other banned medications

Coaches should be aware of the two systems in place to manage the therapeutic use of prohibited drugs by athletes:

- An abbreviated therapeutic use exemption is required for common asthma medications and some products containing glucocorticosteroids such as eye drops. The simplified system for the declaration of these products involves completing an abbreviated therapeutic use exemption form, which is available on the Australian Sports Drug Agency web site ([www.asda.org.au](http://www.asda.org.au)). Once completed, the athlete should return the abbreviated therapeutic use exemption to their sport's or club's chief medical officer.
- A therapeutic use exemption is required when an athlete needs to use a prohibited substance, other than those applicable to abbreviated therapeutic use exemption requirements, for legitimate medical purposes. The athlete will need to contact their national sporting organisation to ensure their anti-doping policy allows for therapeutic use exemptions and what process they should follow.

For more information on abbreviated therapeutic use exemptions or therapeutic use exemptions, call the Australian Sports Drug Agency hotline (1800 020 506).

■ **Australian Capital Territory**

Rebecca Sutherland  
Sport and Recreation ACT  
Coaching and Officiating Centre  
PO Box 147  
CIVIC SQUARE ACT 2608  
Telephone: (02) 6207 4389  
Facsimile: (02) 6207 2071  
Email: rebecca.sutherland@act.gov.au

■ **New South Wales**

Phil Riddington  
Sport Education Coordinator  
NSW Sport Education Centre  
Sydney Academy of Sport and Recreation  
PO Box 57  
NARRABEEN NSW 2101  
Telephone: (02) 9454 0164  
Facsimile: (02) 9454 0133  
Email: sported@dsr.nsw.gov.au  
General coaching telephone: (02) 9454 0161

■ **South Australia**

Volunteer and Coach Education Coordinator  
Office for Recreation and Sport  
PO Box 219  
BROOKLYN PARK SA 5032  
Telephone: (08) 8416 6605  
Facsimile: (08) 8416 6674  
Email: ors.volunteereducation@saugov.sa.gov.au

■ **Northern Territory**

Jodi McGrade  
State Coaching and Officiating Centre Coordinator  
Office of Sport and Recreation  
GPO Box 1448  
DARWIN NT 0801  
Telephone: (08) 8982 2301  
Facsimile: (08) 8982 2320  
Email: jodi.mcgrade@nt.gov.au

■ **Queensland**

Michael Keelan  
A/Manager  
Participation and Skills Development Unit  
Program Development  
Sport and Recreation Queensland  
PO Box 187  
BRISBANE ALBERT STREET QLD 4002  
Telephone: (07) 3237 1287  
Facsimile: (07) 3237 9835  
Email: michael.keelan@srq.qld.gov.au

Matt Flynn

Development Officer (Education and Training)  
Participation and Skills  
Sport and Recreation Queensland  
PO Box 187  
BRISBANE ALBERT STREET QLD 4002  
Telephone: (07) 3235 9480  
Facsimile: (07) 3237 9879  
Email: matthew.flynn@srq.qld.gov.au

■ **Tasmania**

Leigh Hill  
Education and Training Officer  
Tasmanian Sports Federation Inc.  
PO Box 1154  
GLENORCHY TAS 7010  
Telephone: (03) 6228 0357  
Facsimile: (03) 6228 0855  
Email: lhill@tassport.org.au

Kate Mirowski  
Education and Development Consultant  
Sport and Recreation Tasmania  
Department of Economic Development  
GPO Box 646  
HOBART TAS 7001  
Telephone: (03) 6233 5616  
Facsimile: (03) 6233 5800  
Email: kate.mirowski@development.tas.gov.au

■ **Western Australia**

Ian Crawford  
Consultant – Coaching  
Department of Sport and Recreation  
PO Box 66  
WEMBLEY WA 6913  
Telephone: (08) 9387 9779 or 0419 043 484  
Facsimile: (08) 9383 7368  
Email: ian.crawford@dsr.wa.gov.au

Liane Tooth  
Officiating Consultant  
Department of Sport and Recreation  
PO Box 66  
WEMBLEY WA 6913  
Telephone: (08) 9387 9787 or 0417 936 904  
Facsimile: (08) 9383 7368  
Email: liane.tooth@dsr.wa.gov.au

■ **Victoria**

Les Bee  
Sport Education Victoria  
C/- Victorian Institute of Sport  
PO Box 828  
SOUTH MELBOURNE VIC 3205  
Telephone: (03) 9425 0000  
Email: les.bee@vis.org.au or  
sported@vis.org.au

**The Survival  
cookbook series**

**survival**  
AROUND THE WORLD

**survival**  
FOR THE FITTEST

**survival**  
FROM THE FITTEST

The third cookbook in the popular Survival series from the AIS.

**Official AIS cookbooks,  
proudly brought to you by Nestlé.**

Survival Around the World is the third official cookbook from the Australian Institute of Sport, following on from Survival for the Fittest and Survival from the Fittest. Each book features a superb collection of recipes designed for those interested in maintaining a healthy diet, and they are all perfect for busy families who want healthy, tasty food without spending hours in the kitchen. The Survival cookbooks are available from major book stores around Australia. Alternatively, call 1800 122 322 or visit [www.nestle.com.au/ais](http://www.nestle.com.au/ais) to order your copy.

Australian Government  
Australian Sports Commission

AUSTRALIAN  
INSTITUTE OF SPORT

Nestlé  
Good Food, Good Life