



Australian Government

Department of Education, Employment and Workplace Relations

SISSCGP308A Provide drugs in sport information

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide information about performance enhancing and prohibited drugs to athletes and implement strategies to assist athletes to effectively address those issues according to legislative and sport-specific regulations.

Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport and recreation environment. It applies to personnel who are responsible for coaching athletes in a sport-specific training or competition setting. This includes providing in competition assistance to athletes and supporting their psychological preparation. It also applies to those in roles such as sport development officers and competition managers or coordinators.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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| 1. Analyse information. | <p>1.1. Identify <i>drugs in sport issues</i> relevant to the sporting activity or area.</p> <p>1.2. Collect and analyse relevant and current <i>information</i> from a range of sources.</p> <p>1.3. Identify <i>personnel</i> and <i>resources</i> available to assist <i>athletes with drugs in sport issues</i>.</p> <p>1.4. Assess <i>athlete's</i> information needs in relation to drugs in sport.</p> <p>1.5. Maintain and update information on drugs in sport issues.</p> |
| 2. Provide information to athletes. | <p>2.1. Present information to athletes in a style appropriate to the coaching setting.</p> <p>2.2. Use appropriate activities and learning experiences to deliver information.</p> <p>2.3. Encourage <i>athletes</i> to clarify information.</p> <p>2.4. Confirm athlete's understanding of drug issues using appropriate <i>approaches</i>.</p> |
| 3. Develop and implement strategies to assist athletes. | <p>3.1. Consult with athletes to develop <i>strategies</i> to assist them to address <i>drugs in sport issues</i>.</p> <p>3.2. Assist <i>athletes</i> to implement agreed <i>strategies according to organisational policies and procedures</i>.</p> <p>3.3. Review effectiveness of strategies in consultation with athletes.</p> <p>3.4. Adjust strategies to better assist athletes to address drug issues in the relevant sport.</p> |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - build rapport with athletes
 - convey information about performance enhancing and prohibited drugs to athletes
 - negotiate appropriate strategies with athletes to address drug issues in sport
 - seek feedback on the effectiveness of strategies
- language and literacy skills to access and interpret information on key drug issues relevant to the appropriate sport
- problem-solving skills to assess effectiveness of strategies to address drug issues and modify accordingly.

Required knowledge

- national and international anti-doping codes to enable accurate and current information to be conveyed to athletes
- classes of banned and restricted drugs to enable the communication of current information to athletes
- organisational policies and procedures to enable athletes to implement strategies regarding drugs in sport in a professional and supported manner
- short and long term physical and psychological effects of drugs on the human body
- information sources regarding drugs in sport to enable understanding of rights and responsibilities in relation to drugs in sport and to maintain currency of knowledge
- drug testing procedures and protocols and sources of current information to maintain currency and accuracy of knowledge
- available support services in order to convey information to assist athletes with drugs in sports issues
- strategies to assist athletes to address drugs in sport issues.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- acquires, selects and adapts information in relation to drugs in sport issues to develop and maintain professional knowledge for own sporting area and to meet coaching obligations
- selects and adopts communication strategies appropriate to the information needs of athletes to convey information clearly and accurately regarding drugs in sport issues
- consults with athletes to develop, implement and review strategies to support them with these issues in a coaching setting
- develops a rapport with athletes and encourages them to clarify information and access supporting resources.

Context of and specific resources for assessment

Assessment must ensure presentation of comprehensive and current information relevant to the sports the candidate coaches or intends to coach to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- a sport-specific training or competition setting
- elite athletes
- sources of information about drugs in sport issues.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consultation with athletes to identify and review strategies to support them with drugs in sport issues
- oral or written questioning to assess knowledge of key drugs in sports issues for specific sport
- portfolio of research and presentations on sport-specific drugs in sport issues
- third-party reports from coaches or other support staff detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Drugs in sport issues may include:

- banned and restricted drug classes
- drug testing procedures and protocols
- deliberate use of drugs
- inadvertent use of drugs
- social drug use
- ethical implications
- health effects of banned substances
- hearings and sanctions
- therapeutic use of banned drugs
- athlete's rights and responsibilities
- herbal medications and supplements
- domestic versus international drug testing procedures and policies.

Information may include:

- anti-doping policies and codes:
 - the world anti-doping code (WADA)
 - Australian sports anti-doping authority (ASDA)
 - sport-specific requirements
- drug testing procedures
- professional advice available on drugs in sport
- classification of major drugs in relation to their legal status
- short term and long term effects on the human body
- classification of drugs as either banned or permitted in sport
- physical and psychological effects of banned and restricted drugs
- athlete's legal and ethical responsibilities.

Personnel may include:

- administrators
- other coach or coaches
- sports scientists
- sports medicine providers
- agents
- parents or guardians.

- Resources*** may include:
- sporting bodies
 - sponsors
 - coaches
 - government bodies
 - support services.
- Athletes*** may include:
- beginner through to high performance level competitors
 - athletes under 16 years of age who require parent or guardian consent prior to being included in a training program
 - female or male athletes
 - athletes with a disability or special needs
 - athletes from minority, ethnic and cultural groups.
- Approaches*** may include:
- discussions
 - open questions.
- Strategies*** may include:
- educational programs
 - use of drugs in sport information services such as Australian Sports Anti-Doping Authority (ASADA)
 - intervention strategies
 - development of ethical codes and policies
 - development of alternative strategies to legally enhance performance.
- Organisational policies and procedures*** may include:
- codes of conduct
 - duty of care
 - confidentiality.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles