



ETHICS IN SPORTS STUDY GUIDE

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ETHICS IN SPORTS

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ETHICS IN SPORTS

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“Sports do not build character; they reveal it.”

-- Haywood Hale Broun

PREFACE

The faculty and staff of Drake University School of Education are proud to present our distance learning course "Ethics in Sports" (EDMA 172). This one-hour graduate credit course is a part of our **REAL COACHING** video series for teachers who coach and coaches who teach.

It comes at a point in history when the face of the University is changing rapidly from a traditional set of fixed properties into a "space" where education is presented in many innovative ways! Continuing education and distance learning opportunities are presented each year by Drake staff to thousands of teachers across the United States in general and special education. Our **REAL COACHING** video series is a major effort to complete a full set of offerings by assisting those whose time and resources do not permit them to attend class on a college campus.

As you view, discuss, review and respond to the ideas and activities in this video correspondence course, be encouraged by the team behind the scenes. Drake University staff and the author and lecturers believe in this course, the value of teachers and the future programs needed for our youth. We welcome your comments and evaluation.

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EDMA 172

ETHICS IN SPORTS

A course designed to raise sociological and ethical questions while illustrating how philosophical analysis can clarify and help to resolve the difficult moral and conceptual issues at stake.

One Semester Hour of Graduate Credit

Course Materials:

1 Important Information Download

**1 Study Guide (pdf) Download
with Related Readings**

**1 MS Word Document Download
with Answer Pages for Word Processing**

2 DVDs to be sent to you



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“Set aside your dreams for your children, and help them attain their own dreams.”

-- Author Unknown

"Sports and other forms of vigorous physical activity provide educational experience which cannot be duplicated in the classroom. They are an uncompromising laboratory in which we must think and act quickly and efficiently under pressure and then force us to meet our own inadequacies face to face -- and to do something about them -- as nothing else does. In any athletic activity we are thrown upon our own resources to succeed in the face of a strong and immediate challenge. Sports resembles life in capsule form and the participant quickly learns that his/her performance depends upon the development of strength, stamina, self-discipline and a sure and steady judgment."

- Supreme Court Justice Byron "Whizzer" White --
University of Colorado '38

DISCLAIMERS

The **ETHICS IN SPORTS** video course has been prepared with the goal of enhancing the effectiveness of all sports professionals. However, individual circumstances vary and Drake University cannot guarantee the effectiveness of the instructions and advice contained in the **ETHICS IN SPORTS** video course under all circumstances. There are no express or implied warranties, and no warranties of merchantability.

The instructions and advice presented are not intended as a substitute for medical advice. To reduce the risk of injury, consult with a physician before attempting to use the methods of treatment portrayed.

Drake University, its employees and agents cannot be held liable for any injuries or damages resulting from application or misapplication of the instructions or advice contained in the **ETHICS IN SPORTS** video course, even if those injuries or damages result from the negligence, misrepresentation or fault of Drake University, its employees or agents.

Drake University Distance Learning

Drake University's Division of Distance Learning, part of the School of Education, Continuing Education and Professional Development, provides educational outreach to K-12 educators. Drake's Distance Learning Department offers video and online courses designed for coaches who teach and teachers who coach. They are:

Video Courses

- Theory of Coaching - EDMA 171
- Ethics in Sports - EDMA 172
- The Teaching Coach - EDMA 173
- Adapted Physical Education - EDMA 174
- Parent-Athlete-Coach Alliance - EDMA 175
- Step Up and Lead – EDMA 176
- Team Building for Success – EDMA 177
- Relevant Elementary Physical Education – EDMA 272
- Real Coaching II: Honing the Competitive Edge – EDMA 277
- Rev Up the Revolution: Your Middle School PE Game Plan – EDMA 278

Online Courses

<https://www.drake.edu/cepd/distance/athleticcoachingcourses/onlinecoachingcourses/>

Your learning experience in the Distance Learning Division is enhanced with the professional support of evaluators who have been trained in course assessment and in current related issues. We offer telephone and online support for any questions you may have regarding the completion of your course work.

Drake University School of Education
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Distance Learning
2702 Forest Avenue
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1-800-768-3224
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Welcome to

EDMA 172 Ethics in Sports

To learn the most from this course, you are encouraged to use the various components of the course in the following order:

- 1 Review the *Study Guide* to become familiar with the topic, objectives, content and focus.
- 2 View the two DVDs and read the related *Readings* and *Handouts* (included), taking detailed notes on each presentation, keeping in mind the Assignments in the *Study Guide*.
- 3 Complete the corresponding *Assignments* in the Study Guide.

Overview

After watching the two DVDs and reading the assigned materials, you will recognize that:

- Specific American values are developed by athletes through their participation in sport.
- There is a process to help coaching professions identify the characteristics and behaviors of ethical coaches.
- There are specific characteristics associated with obtaining the American Dream
- Although most Americans see sport as a positive experience, there are some changes that cause participants to be cynical and disillusioned about the American sporting experience.
- Social problems are evident in American sport, just as they are evident in every other American social institution.

Contents

- A. Sports, Values and the American Dream
 1. Traditional Values in American Society
 2. Reinforcement of American Values Through Sport

B. Disillusionment in American Sport

1. Nature of Social Issues
2. Drug Use in Sport
3. Violence and Aggression in Sport
 - a. Causes of Aggression
 - b. Forms of Aggression
 - c. Violence Against Officials
 - d. Spectator Violence
4. Physical, Sexual and Emotional Abuse in Sport
5. Cheating in Sport
 - a. Normative vs Non-normative
 - b. Cheating by Coaches, Players, Officials & Parents

C. Making Sound Ethical Decisions

1. Kretchmar's Model
 - a. Becoming Sensitive to Moral Issues
 - b. Respecting and Loving Yourself
 - c. Cooling Out
2. Loving Yourself Psychologically
3. Looking for Win-Win Solutions
4. Respecting and Loving our Crafts
5. Looking for Moral Excellence

Evaluation Criteria

Your coursework will be evaluated based on your ability to accurately reflect on the presentations of "Ethics in Sports" and to apply those concepts to your specific needs and resources. Points are awarded based on your ability to:

- **Respond with insight, clarity and precision (cite specific reading/video passages)**
- **Respond in relevant illustrative detail (include specific, observable examples)**
- **Write competently at the graduate level (word-processed, proofread document)**

Grading Criteria

Assignment I	25 points possible
Assignment II	30 points possible
Assignment III	25 points possible
Assignment IV	20 points possible
Total Possible Points	100

The total score for EDMA 172 Ethics in Sports is based on your responses to the four Assignments. Maximum points will be awarded to responses that are well-constructed with specific references to the video presentation and the readings in the resource section.

Your final letter grade corresponds with the following percentages of total points earned:

A	90 – 100 %
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and lower

Completion Procedure

The cover page along with the word-processed responses on the answer pages to the assignments are the only portions of your coursework that you need to submit to Drake University for evaluation.

Coursework Submission:

Please see the first download called “Important Information” from your “Welcome” email for the procedure and portal submission link.

The DVD's must be returned to:

**Drake Distance Learning Fulfillment
2730 Graham Street
Ames, IA 50010.**

You are required to word process your coursework before it is submitted for final grading. The MS Word document “**Course Study Guide Answer Pages**” is provided for your convenience in word processing. It contains the cover page and the answer pages for the assignment questions.

Make sure to keep a copy of the final file submitted as a backup. We are not responsible for materials that do not reach our office.

**No printed coursework will be accepted for any reason.
Your coursework must be submitted electronically.**

**PLEASE PROOFREAD ALL OF YOUR WORD-PROCESSED RESPONSES
CAREFULLY BEFORE SUBMITTING!**

Coursework Submission:

Please see the first download called “Important Information” from your “Welcome” email for the procedure and portal submission link.

Aug. 2022

Course Evaluation Please complete the online Course Evaluation after you have finished your coursework. The link is at the end of the MS Word document "Course Study Guide Answer Pages." We value your input and will implement your suggestions in future offerings.

If you have any questions please call our office at 1-800-768-3224.

EDMA 172 ETHICS IN SPORTS

**PLEASE use this sheet as a cover page for your completed
Study Guide Assignments**

Last Name

First Name

Middle Initial

Drake ID #

Home Address

City

State

Zip Code

Coaching or Teaching Position Held/Grade Level

Years Taught

Home Telephone

School Telephone

E-mail address

I am enrolled in: Fall 20_

Spring 20_

Summer 20_

E-version May 2015

www.drake.edu/cepd

Assignment I

Video/DVD Review



Assignment I: Video/DVD Review

(25 Points)

Use the MS Word document "Course Study Guide Answer Pages" provided for your convenience in word processing.

As you view the video component of Ethics in Sports, complete an organizational chart to keep track of major concepts. Include your comments on the pages provided in the assignment section for each of the three themes:

- A. Sport, Values and the American Dream
- B. Social Problems in Sport/Exercise
- C. Making Sound Ethical Decisions

You are not expected to make exhaustive notes, but merely record those "aha" comments that create new awareness for your coaching or teaching situation.

At the conclusion of Assignment I, include a copy of a story or report from any magazine, newspaper or website that shows a potential problem in the world of sports. You do not need to write a review of the article, but instead, highlight a reference to: violence, substance abuse, rules infraction, problems with officiating, money or even an article that you believe over-emphasizes a particular athlete, game or incident.

Excellent sources include:

- Local newspaper sports section
- USA Today
- Sports Illustrated
- Coaching Journals
- Websites

Assignment I: Video Review (continued)

(10 points)

Include a current newspaper article, magazine article or article from a website showing an ethical or potential ethical breach on the part of a coach, athlete, physical education teacher or other sport official. Highlight the section(s) of the article that concerned you.

Assignment II

Philosophical Exercise



Assignment II: Philosophical Exercise

(30 points)

Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

It is understood that some of you do not coach at this time. If necessary, include a short note to let your Drake instructor understand your circumstances.

Begin by writing a paragraph or two describing your philosophy regarding moral calluses and/or acceptable behavior.

Below are five behaviors that are commonly regarded as morally acceptable. Please review each behavior and determine whether or not you believe that their acceptability is the result of “moral calluses” or do you think they are actually acceptable? Ask yourself in each case, “Do these behaviors cause any harm?”

1. A coach “works” officials at a basketball game by yelling at an official with extra vigor to improve his/her team’s chances of getting the next call.
2. A teacher/ coach calls in sick but uses the day for family responsibility, justifying this as mental rest and relaxation.
3. A football player intentionally goes after an opponent who is known to be only partially recovered from an injury.
4. A coach teaches a basketball player to exaggerate or fake contact in order to draw a foul.
5. Fans intentionally interfere with communication among visiting team members (i.e. producing a deafening roar at a football game so that the players can not hear their quarterback’s signals).

After reading these situations and reflecting on them, utilize the Contrasting Ethical Traits handout included in the Reference Section to describe situations that are morally acceptable to you and why?

Assignment II: Philosophical Exercise

(30 points)

Philosophy regarding moral calluses and/or acceptable behavior. (5 points)

Review of the five behaviors based on your philosophy above.

1. (4 points) _____

2. (4 points) _____

Assignment II: Philosophical Exercise (continued)

3. (4 points) _____

4. (4 points) _____

5. (4 points) _____

Assignment III

Development of Philosophy



Assignment III: Development of Philosophy

(25 points)

Use the MS Word document "Course Study Guide Answer Pages" provided for your convenience in word processing.

YOU MUST ANSWER THE FOLLOWING QUESTIONS AS YOU FORMULATE YOUR PHILOSOPHY

1. Analyze and determine your views on truth, knowledge, reality, and value. Questions:
 - a. What do you believe?
 - b. Why do you believe it?
 - c. What do your values mean to you?

2. Establish your goals. Questions:
 - a. What do you want to accomplish as a coach or teacher of sports?
 - b. What focus or direction will you pursue?

3. Identify how your role as a coach the functions will contribute to society. This process follows your beliefs and education.
 - a. Are individuals or outcomes the focal point?
 - b. Do you stress the process or the results?

4. Specify practices and behavior patterns that you will use as a result of your attitudes and values.
 - a. Will you be a facilitator, authority figure, role model, friend, consultant or boss?
 - b. In what kinds of programs will you be involved?
 - c. How will you evaluate and motivate participants?
 - d. Why is your involvement important to your athletes?

5. Describe a current or potential inconsistency between what you want to accomplish and what you have for education goals and or behaviors.

Assignment III: Development of Philosophy (continued)

The evaluation process should be ongoing throughout your career. Once you have determined your answers to the questions above, complete your own Philosophy. Utilize the readings in the Resource Section to guide your thinking: "Getting it Right" and "Coaches Can Encourage Morality and Fair Play."

Assignment III: Development of Philosophy

(25 points)

Question 1: (3 points)

Question 2: (2 points)

Question 3: (2 points)

Assignment III: Development of Philosophy (continued)

Question 4: (4 points)

Question 5: (4 points)

Summary of your goals and your philosophy for operating ethically in the World of Sport: (10 points)

Assignment IV

Code of Conduct Statement



Assignment IV: Code of Conduct

(20 points)

Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

Utilizing the Contrasting Ethical Trait Handout and the Effects of High and Low-Regard Handout, please complete a ten (10) item Code of Conduct Statement for an athletic team or program. Begin by including a paragraph or two describing the team or program and the environment in which you work.

Assignment IV Code of Conduct Statement

(20 points)

Description of the team or program and the environment in which you work or hope to work:

Code of Conduct

1.

2.

Assignment IV: Code of Conduct Statement (continued)

3. _____

4. _____

5. _____

6. _____

7.

8.

9.

10.

COURSE EVALUATION

Please click on this link, http://drake.qualtrics.com/SE/?SID=SV_9NU7ir8noyMxjZb to complete the online Course Evaluation for:

EDMA 172 Ethics in Sports

We value your opinion and will use your comments in future offerings. Thank you!

Note: If clicking on this link does not open your browser and take you to the survey, copy and paste the URL into the address bar of your browser. If you are using Internet Explorer and the link does not work, please try a different browser.

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Resource Section



Resource Section

- A. Contrasting Ethical Traits
- B. Effects of High and Low Self-Regard
- C. Getting It Right
- D. Coaches Can Encourage Morality and Fairplay
- E. Sample Code of Ethics (Texas)
- F. Iowa Code of Ethics (Iowans only)

RESOURCE A

Contrasting Ethical Traits

Traits That Promote Good Ethics

Traits That Promote Bad Ethics

Self-control, rationality, an ability to gain some distance from an emotional event or issue

Recklessness, emotionalism, a tendency to act **with** emotion and self-interest

Honesty, and integrity; an interest in achieving something of value

Drive and desire; an interest in succeeding by whatever means

A sense of fair play

A win-at-all costs attitude

Patience, a willingness to wait for the opportunity

Opportunism, a tendency to jump at the first attractive offer one receives

Constancy, singleness of purpose, the adopt development of a life and career guided by clear values

Adaptability, vacillation, a tendency to values that work or that are currently popular

Conscientiousness, thoroughness

Efficiency, productivity

Courage, a willingness to stand by one's values in the face of difficulty

Strategic shrewdness, an unwillingness to let extraneous values stand in the way of success

Altruism, a tendency to look out for the rights and interests of others

Survivalism, a tendency to take care oneself and let others take care of their own problems

Source: Kretchmar, R.S. Practical Philosophy of Sport. Human Kinetics, Champaign, Ill. 1994.

RESOURCE B

Effects of High and Low Self-Regard

	High Self-Regard	Low Self-Regard
Winning & losing	Participants have the experience of trying to win or wanting to win: winning is desirable	Participants have the experience of needing or having to win: winning is a litmus test for worth or status
Cheating	Less inclination to seek shortcuts for sake of victory; no need to cheat to win.	Cheating and rule bending are seen as sensible, and sometimes necessary, means to a victory
Opponents	Less likely to fear, dislike, or distrust opponents; opponents are seen as helpful partners who provide desirable opportunities	Opponents often disliked because they stand in the way of what is needed - victory
Teammates	Less likely to have experiences of jealousy; less likely to blame teammates for a loss	Often see teammates as a threat or roadblock to one's own success; more likely to have negative feelings toward teammates after a loss
The game	More likely to enjoy the game its own sake- win or lose	Enjoyment of the game is dependent on winning; focus is frequently on extrinsic factors like fame, trophies, notoriety

Source: Kretchmar, R.S. Practical Philosophy of Sport. Human Kinetics, Champaign, Ill. 1994.

STRATEGIES

Getting It Right

R. Scott Kretchmar
Pennsylvania State University

Last month I wrote about the ethics gap in our profession. I argued that our formal education in moral decision making and in promoting the moral development of our students, athletes, and clients is generally lacking. Consequently, I claimed, there is a potentially harmful and debilitating gap between the ethical demands of our profession and what we know about acting morally and promoting moral behavior in others. As instructors, we are most likely products of professional training that allowed us to enter the field with a high degree of ethics illiteracy.

I introduced a hypothetical 9th grade ball player named John who was "not practicing with any interest or intensity." Because his behavior was having devastating effects on practice, I asked that we assume that we could not simply ignore him or let his behavior continue indefinitely. Based on findings and principles of moral theory, growth, and development, I asked you to choose the response best suited for this 14-year-old.

Our options included the following:

1. Appeal to his sense of self-interest. "If you are not willing to cooperate now, I am not going to be in a very cooperative mood regarding your playing time during Friday night's game."
2. Remind him of team rules. "Remember our rule about practicing at 100 percent. What happened to your respect for our team rules?"
3. Threaten him. "If you are not interested in practicing, how would you like to run laps for the next hour instead?"
4. Offer a negotiated settlement. "I don't know why you're not putting any effort into practice today, but if you have some good reasons please let me know about them right away."
5. Ask him to consider the rational defensibility of his actions. "Is your attitude one that will help you and the team? If you were the coach, would you be sympathetic to a player who is practicing like you are today?"
6. Show a caring, nurturing attitude. "It appears that something is bothering you today. Would you like to talk about it?"

7. Appeal to his desire to be well regarded. "How will I be able to think of you as one of the leaders of this team when you practice like this?"

I promised to discuss considerations about which might be the best response among the above possibilities as well as four other ethics-oriented questions.

Question 1

Which of the seven responses listed above is most appropriate for a normal male child, age 14? That is, given his developmental level as a 14-year-old, to which message is he most likely to respond?

First, there is no single piece of cloth out of which 14-year-olds are cut. Nevertheless, here I will proceed on the assumption that John is an average 14-year-old. I know from developmental studies in ethics that young people at this age are still highly egocentric. They are still very much wrapped up in themselves, concerned about "what is in it for them," and increasingly sensitive to how others regard them.

Therefore, #2 (reminding him of the general social good promoted by team rules), #4 (offering a rational, negotiated settlement for the common good), #5 (asking him to consider the universal defensibility of acting like he is acting), and #6 (expecting John to respond to a kind offer to "talk it out") are all likely to be relatively ineffective because they assume a level of moral maturity that John does not yet fully possess.

Conversely, as a 14-year-old, he is not unrational. He does not, like an infant, act almost solely on the basis of desires; he does not respond simply out of a fear of punishment; he does not only manipulate others for self-gain. Thus, #1 (appealing to John's manipulative tendencies), and #3 (threatening physical punishment) are likely to be ineffective because they assume a primitive level of moral development that John has largely surpassed.

My choice then is #7. I will appeal to his desire to be well regarded. I acknowledge the reality of his egocentricity. I acknowledge his growing awareness of how others regard him. I take advantage of the fact that he is beginning to appreciate the importance of social norms and expectations.

I will not embarrass him in front of the team, but I will motion him aside and say something like this: "Where's your intensity, John? As a starter, you're setting a very

poor example for others on the team who should look up to you. And how will I be able to think of you as one of the leaders of this team when you practice like this? Now, let's get going!"

Question II

How should we rank the seven responses in order from the one that is aimed at the youngest, least sophisticated moral agent to the one that targets the most mature moral thinker?

Disputes still abound in the literature about how this ranking should be accomplished. Nevertheless, my ranking from lowest to highest is laid out in the chart below.

Levels of moral development from lowest to highest

1. Fear of punishment (#3). Characteristic of pre-rational infants or very young children. Responds to basic needs such as avoiding pain and unpleasant conditions. Almost entirely egocentric.
2. Manipulative self-interest (#1). Some rationality present, but it is selfish and manipulative. Still difficult to empathize with others. Thinking and emoting in terms of what the self will gain from any behavior. Moral skills are primitive.
3. Social Acceptance (#7). Growing awareness of personal social role and responsibility. Cognitive and emotional life still egocentric because focus is on what others think of the self rather than how the self affects others and participates among them. Ability to empathize is limited. Moral skills in early stages of development.
4. Rule conformity (#2). Social responsibility awareness growing. Some understanding of how rules help and protect everyone. Respect for authority is rigid and largely uncritical. Ability to empathize is growing. Skills for applying rules to diverse situations are well developed.
5. Negotiated ethics (#4). Not constrained by tradition or narrow self-interest. Able to see self as one among many who have a right to good things. Greater ability to make own decisions and to discover situation-specific solutions to differences. Can identify others whose rights and interests need to be met.
6. Principled, justice-based ethics (#5). Strong intellectual abilities. Has the skill and will to consider rights and needs of most others. High degree of autonomy present in making decisions that transcend convention or tradition. Tendency to see dilemmas objectively.
7. Principled, care-based ethics (#6). Impartiality and autonomy is complemented with care and concern for specific individuals with other needs. Emotional life is integrated with demands of justice and objectivity producing caring and honesty. The will to act well is unusually strong.

Question III

What response should be selected to promote John's moral development and how would we defend this choice?

Were I more interested in promoting his moral development than in getting him to behave properly in practice, I would probably select option #2 rather than option #7. I would remind him of team rules.

Remember, John functions most of the time at a level of seeking personal approval. Thus, I will intervene at the next higher cognitive and emotional plane. Just as I "stretch" him by introducing ever more challenging drills to improve his motor skills, I will prompt him to think, see, and feel at a more sophisticated moral level. I will encourage him to make the transition from a more self-concerned ethic to one that is based on the common good.

Question IV

Is ethical thinking gender neutral? Are men and women teachers and coaches equally likely to select the same response as the morally superior option? If not, which response is most likely to appeal to women? Which to men?

To the first question, the answer is "yes" and "no". It is not that I lack courage here to say which it is, but rather that much (though not all) of ethics is gender neutral. Fair actions are much the same for all thoughtful and loving people—for both men and women.

On the other hand, some aspects of ethics are gender-influenced. Ethical decision-making and actions are probably affected by such things as chemicals, genes, body types, social roles, gender-specific responsibilities, history, and so on. Thus, ethical thinking is not entirely gender neutral, and it is probably OK that it is not.

In sport and dance we honor differences. We allow for, expect, and reward (or should reward) personal interpretation-distinctive history-related, context-specific, and (yes) gender-influenced solutions. If we celebrate our unique gender-affected humanness in sport, why should we not celebrate our distinct gender-influenced "style and flair" in reasoning with ethics?

Regarding perceptions about highest levels of moral maturity, it is interesting to note that a man (Lawrence Kohlberg) and a woman (Carol Giligan) have outlined distinctive,

competing positions the merits of which are still being debated. Giligan' s position corresponds with the level I have chosen to give top billing (principled care). The highest level for Kohlberg corresponds with my second to highest level (principled ethics).

However, does this mean women alone (apart from this author) are able to appreciate principled-care ethics? And, are men alone able to appreciate cool, justice-oriented ethics? Certainly not. But are women more inclined to see wisdom in a context-specific, personal, community-oriented, caring ethic than men? And are men more inclined to see ethical rightness in a more objective, clinical, universal ethic than women?

If this turns out to be so, are these gender-related tendencies the complex product of partly distinctive chemicals, genes, anatomies, histories and socialization? My answer at this time would be "yes," but the verdict is still out.

Question V

In principle, which is the best response of the seven options suggested? That is, which option promotes the best brand of ethical thinking?

As a coach who must deal with the rights of many athletes, an objective, rational ethic based on justice is extremely useful. I must treat my athletes fairly. I must dispassionately take their point of view in making important decisions that affect them. But this approach is also limited. It under-emphasizes the important roles played by my emotions, by the community of the team, by the team-coach context that shifts day-by-day, by my historical relationships with my players, and by other "personal" matters. Objective, justice-based thinking is perhaps too clinical and limited. Once again, I would side with option #6.

Final Thoughts

Are there other defensible answers to these five questions? Of course there are! Research is still underway. Understanding is still foggy.

However, we do know quite a bit, and any lack of final answers is no excuse for not beginning our journey of understanding. More importantly, it is no excuse for the relative absence of ethics education in our professional programs. Might we and our successors become better moral agents and more successful teachers of ethics with a stronger education in this area? Again, the answer is surely "yes!" We can say intelligent things about what is right and wrong with different forms of ethical thinking

just as we can about bent-leg versus straight-leg sit-ups. Then why do we not get on with it?

Sources

Blum, L.A. (1988). Gilligan and Kohlberg: Implications for moral theory. *Ethics*, 98, 472-493.

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Peters, R. (1981). *Moral development and moral education*. London: George Allen and Unwin.

Tobin, B.M. (1989). Richard Peter's theory of moral development. *Journal of the Philosophy of Education*, 23, 15-28.

**Coaches Can
Encourage Morality
And Fairplay**

By: Basil Kavanagh & Marijane Fall

Basil Kavanagh is an assistant professor in the School of Physical Education and Athletics at the Memorial University of Newfoundland in Canada.

Marijane Fall is an assistant professor in the College of Education at the University of Iowa in Iowa City, Iowa.

Sources

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Mr. Best is yelling at his son, Joe, for striking out. A teammate ridicules Joe by saying, "You couldn't hit the ball if your life depended on it." The coach glares angrily at Joe while the assistant coach chastises the umpire about the last strike call. Hmm. Isn't an athletic event supposed to be a beneficial and wholesome activity for young children? Many sports educators agree that this scene and a win-at-all-costs attitude should not be a normal occurrence in youth sport, simply an unfortunate exception.

Students don't have to experience this unfortunate exception, and it's up to the coaches to make sure this doesn't happen. Let's look at this scenario in another way:

Mr. Best is in the stands watching Joe's turn at bat. Joe strikes out. As he leaves the batter's box, his dad calls out, "That's ok Joe. You'll get a hit next time." As Joe continues to the dugout the next batter gives him a high five. "Watch out for the dropball," Joe warns in return. It's his strikeout pitch." Upon entering the dugout, many of Joe's teammates call out, "nice try, Joe." The assistant coach smiles and winks at Joe as he takes his place on the bench. The head coach says, "Joe, the way you protected the plate with two strikes was great. You also did well to fight off so many tough pitches. I'm really proud of you." Joe's face beams.

To make sure this is the case, coaches can use a six-step plan to teach morality and good sports conduct through youth sport. The plan includes practical suggestions and guidelines and a basis from which coaches can construct individual plans that will enable them to be certain that the opening scenario is not "the rule."

The Six-Step Plan

1. Take the Quiz
2. Find Out Why Athletes Participate in Sports
3. State Expectations
4. Inform the Parents
5. Practice
6. Be a Positive Role Model

Step One - The Quiz

Coaches who teach morality and good sports conduct need to identify and become aware of their own personal attitudes, beliefs, and values.

Simon (1991) believes that three criteria must be present for moral reasoning to occur:

1. decisions are impartial
2. stated positions are consistent
3. moral decisions are critical and reflective

King(1992) has an excellent quiz that coaches can use to be sure they are adhering to Simon's criteria.

Here are some questions coaches can ask themselves to be certain they are acting as they should:

- What do I want from the athletic experience (e.g., winning, gaining recognition or developing a child's physical, cognitive and social skills)?
 - What are the athlete's needs? For example, are they participating for fun, to meet new friends, or to develop new skills?
 - How can the experience meet the athletes' needs? Can I add "fun drills" to practices, if I learn the majority of my players participate for fun?
 - Do I value fairplay? Do I care more about right and wrong than winning or losing?
 - Is my behavior consistent with my words? Do I set a good example? Am I a consistent role model for my players?
 - What is my stance on respecting the rules and officials? For example, do I accept referees' decisions, treat the officials with respect, and encourage my players to do the same?
 - What are my responsibilities to opposing coaches and players (e.g., show them respect, cooperate with them, and exhibit good sports conduct)?
6. What would I like to accomplish by the end of the season? For instance, do I want my players to become more cooperative and value fairplay?

7. How can I accomplish my goals? Should I, for example, work to treat players more fairly, emphasize the "process" (playing) not the "product" (winning), and provide equal opportunities for all players?

Step Two-Why Participate?

Coaches need to determine why participants are involved in youth sports. At one of the first preseason team meetings coaches can ask why athletes participate in the sport. Coaches can ask the participants to list-ranked in order of importance-the reasons they participate in sports. Coaches can then compile these lists to determine the most common reasons children participate in sports: having fun, meeting new friends, developing new skills, and getting fit.

To measure athletes' moral reasoning, coaches could give a second questionnaire-an adapted version of King's coach's qufa(1992)-at the same time. This quiz would determine the athletes' perceptions, values and attitudes regarding good sports conduct and moral reasoning. For example, one question might ask players if they would aggressively argue officials' call.

Coaches can use this data to establish plans to integrate morality and sportsmanship. If, for example, coaches find out that the majority of athletes would aggressively argue an official's call, then a coach can immediately address the behavior in the next team meeting. Coaches could rank the less pressing problem areas and plan to deal with them in practice and other team meetings.

Step Three-Expectations

Now coaches need to be certain the team members understand what's expected of them. To do this, coaches can hold a discussion during a team meeting-the second or third, for example-to share what the coaches and the athletes expect for the season. Ideally, during this discussion, team members will identify and agree on team-related issues including the coach's philosophy, any short-, intermediate-, and long-term goals, and team policies.

These discussions are a good time for coaches to specifically state that morality and sportsmanship are primary team goals. This direct statement tells participants that these characteristics are desirable; it also makes the players more aware of the coach's expectations.

Step Four- Inform the Parents

Team members are not the only ones who need to be aware of desirable characteristics. Parents also need to know these things. Coaches can outline their philosophies in a letter to parents. The letter should include:

- team goals (e.g., compliment teammates regularly and accept officials' call),
- team policies (e.g., regular attendance, equal playing time),
- typical procedures (warm-up routines, postgame meeting, etc.),
- the risks of negative outcomes (such as low self-esteem),
- the possible benefits of participation,
- the option to leave the team at any time for any reason, and
- what can be expected from the coach

Coaches can also include example scenarios to illustrate athletes' expected modes of behavior. For instance, coaches can clearly discourage players from making disparaging remarks against opponents regardless of the circumstances. And, coaches can encourage players not to retaliate against opponents' aggressive behavior. In addition, coaches should encourage parents to positively reinforce their children's efforts, regardless of the outcome. Athletes and parents who are informed of the coach's intentions and expectations can make informed decisions about participating in the sport. However, informing participants of the goal of sportsmanship is not enough to make it happen- coaches must continually remind players of this goal and model this behavior.

Accommodating parental attitudes and beliefs is a challenge for all coaches. Coaches' opinions invariably differ from some parents'. Those coaches who are successful in getting adults to support the educational model of athletics-by giving them straightforward information at the outset-will have powerful allies. If parents support the coach's attempt to teach morality and good sports conduct, youth sports will have crossed a major hurdle.

Step Five-Practice

Team members cannot simply decide to act with morality and good sports conduct. Like everything in sports, players must practice these traits. Therefore, coaches should allocate time during practices and team meetings to discuss and actually replicate various game-or practice-scenarios involving sports conduct and morality issues.

Coaches can have the team identify potentially troublesome situations, compile a list of these, and work to implement Simon's criteria.(1991)

If the coach and team discuss negative incidents such as aggressive behavior, game strategies that break the spirit of the rules, and poor refereeing, the coach can use this opportunity to elaborate on Simon's moral reasoning criteria. Coaches of young children may want to do some role-playing of predicted incidents. For instance, one child can portray an aggressive opponent, while another child pretends to be the recipient of

the aggression. Other team members can observe and comment on the scenario. Role-playing provides auditory, visual, and kinesthetic stimuli and will enable all children to learn in their own ways. Coaches may want to follow role-playing with a discussion of the moral reasoning employed.

Athletes and coaches can plan and mentally rehearse appropriate cognitive and behavioral responses to unacceptable sports conduct. Coaches can emphasize these three examples to illustrate how to combine cognitive and behavioral responses. At all times, players will:

- make a conscious decision not to retaliate (cognitive) to aggressive opponent behavior and will continue participating in the competition (behavioral),
- respond to opponents who invoke game strategies that ignore the spirit of the rules with silent disapproval (cognitive) and increased personal competition intensity (behavioral),
- ignore bad calls by referees (cognitive) and use this as a cue to move to strategic positions (behavioral).

Coaches who use these techniques may discover that participants do not dwell on events beyond their control and can easily adapt to situations that challenge their morality and sportsmanship.

Step Six-Role Models

Coaches should exemplify morality and fairplay characteristics by acting as proper role models. Coaches who suggest that athletes refrain from criticizing teammates or opponents, or from disputing officials calls-and then model that behavior-are consciously demonstrating moral behavior.

Stephens (1993) says players' perception of their coach's attitude significantly predicts players' likelihood to play unfairly in sport settings. Simply stated, young athletes model their coaches' behaviors and actions. Therefore, coaches who display good sports conduct, morality, and are ethical will encourage young athletes to do the same.

New Attitudes

Even if coaches follow the six-step plan, they will have to overcome some obstacles-and change some attitudes-to successfully integrate morality and sportsmanship in youth sports. The first change coaches need to make is from a product orientation-winning or losing-to the model of an educational process. The process of acquiring morality and sportsmanship must take priority over winning. Coaches should consistently empower athletes to make moral decisions. Coaches can provide opportunities for athletes to

- meet new friends,

- learn new skills,
- have fun, and
- socialize

Once coaches have done this, they must acknowledge these opportunities as more important than game outcomes.

Time

When they adopt a moral approach to good sports conduct, coaches will need to focus on commitment and planning. If they really value moral behavior and sportsmanship, coaches will determine how best to schedule practices to include these important characteristics. Coaches need to take time to prepare their teams psychologically, which usually enhances performance. At the very least, psychological preparations help athletes become more focused. Practices, pre- and postgame meetings, and competitions will provide sufficient opportunities for coaches to reinforce the valuable characteristics of morality and sportsmanship.

Language and Direction

Coaches need to be opportunistic and seize "teaching moments." Those moments should be positive, for example, instead of telling a player "you have to be more aggressive, don't let opponents take advantage of you," the reinforcing comment may be, "I'm proud of the way you ignored your opponent's aggressive foul." This immediate reinforcement of good team conduct encourages desirable behavior, instead of promoting unethical conduct, and shows a consistent emphasis.

Coaches who follow this six-step plan may find that their athletes not only enjoy sports more, but exhibit morality and good sports conduct more often.

Coaches Quiz

Ask yourself these questions-adapted from King's quiz (1992)-to be certain you are thinking and acting in a moral and ethical manner:

- What are my needs concerning the athletic experience (e.g., winning, gaining recognition, or developing a child's physical, cognitive, and social skills)?
- What are the athletes' needs? For example, are they participating for fun, to meet new friends, or to develop new skills?
- How can the experience meet the athletes' needs? Can I add "fun drills" to practices, if I learn the majority of my players participate for fun?
- Do I value sportsmanship? Do I care more about right and wrong than winning for losing?
- Is my behavior consistent with my stated position? Do I set a good example? Am I a consistent role model for my players?

- What is my stance on respecting the rules and officials? For example, do I accept referees' decisions, treat the officials with respect, and encourage my players to do the same?
- What are my responsibilities to opposing coaches and players "e.g., show them respect, cooperate with them, exhibit good sports conduct)?
- What would I like to accomplish by the end of the season? For instance, do I want my players to become more cooperative and value fair play?
- How can I go about accomplishing my goals? Should I, for example, work to treat players more fairly, emphasize the "process" (playing) not the "product" (winning), and provide equal opportunities for all players?

TEXAS HIGH SCHOOL COACHES ASSOCIATION

CODE OF ETHICS

Objectives

. Purpose

Authorization

Article I - Obligations and Responsibilities

Article 11 - Coach's Responsibility to the School

Article III - Coach's Responsibility to the Players

Article IV - Rules of the Game

Article V - Officials

Article VI - Public Relations

Article VII - Drugs

Article VII1 - Scouting

Article IX - Management of Felony Crime

Article X - Food Suppliments, Drugs & Medications

In selecting the coaching profession, coaches must be dedicated to rendering service to humanity. Financial gain and personal reward are secondary considerations. In selecting the coaching profession, the individual assumes an obligation to conduct himself in accordance with its ideals. These ideals should be set forth in a Code of Ethics. Any coach who is unwilling or unable to comply with the principles emphasized in the Code should have no place in the coaching profession. We must always keep in mind, the games belong to the players. A justification for including the athletic program in the total school curriculum is that athletics provides both physical and character values for those who participate in them. That these values are obtained rest largely with the coaching profession.

The reputation of the coaching profession is dependent upon the manner in which the coaches of the state live up to both the letter and the spirit which a code represents.

As members of the profession, we should be ever mindful of the high trust and confidence placed in us. Every coach should study and apply the principles numerated in this Code to the result that the profession may become a more powerful and effective influence in our educational system.

OBJECTIVES

Among the stated objectives of the Texas High School Coaches Association are the following:

1. To help maintain the highest possible standards in athletics and the coaching profession and to work together for the improvements of conditions of Texas high school athletics.
2. To secure a better understanding of the problems of high school coaching, and to place at the disposal of coaches sources of information.
3. To endeavor to improve the major sports in all phases by aiding the coaches in securing a more thorough understanding of the various sports.
4. To have a representative group of coaches which athletic problems of general interest may be referred to in the hope of creating better relationships between schools.
5. To promote good fellowship and social contact among coaches.

PURPOSE OF THE CODE OF ETHICS

The Code of Ethics of the Texas High School Coaches Association is to protect and promote the best interest of the high school athletic program. In the coaching profession, the primary purpose of a Code of Ethics is to clarify and distinguish ethical and approved professional practices from those which are detrimental and harmful.

Its secondary purpose is to emphasize the cause and values of the athletic program in the state of Texas. Applied to the coaching profession, ethics will help develop a standard of character in which the public has trust and confidence. The success of these principles and standards emphasized in the Code is dependent upon those for whom they have been prepared - the Texas high school coaches.

AUTHORIZATION

The committee for a Code of Ethics for the Texas High School Coaches Association worked up the Code and presented it to the THSCA Board of Directors. Then, presented it to the membership for a vote and was passed by the membership on August 5, 1960 in Dallas.

ARTICLE I OBLIGATIONS AND RESPONSIBILITIES

In becoming a member of the Texas High School Coaches Association, a coach assumes certain obligations and responsibilities to the game one coaches, to the players, and to one's fellow coaches. It is essential that every member of the profession be constantly aware of these obligations and responsibilities with the purpose in mind that the coaching profession will always remain an honorable calling and that each member is to conduct oneself in such a manner to maintain the dignity and decency of the profession.

An active coach is involved in three areas of a relationship which entails certain obligations for which some definite standards of conduct may be described. These are: players, school and with other coaches, teams, officials, sports writers and others.

In the relationship with players under one's care, the coach should always be aware of the tremendous influence that is exerted for good or bad. Parents trust their dearest possession to the coach's charge and the coach, through one's own example, must always be sure that the athletes who play under a coach are finer and more decent for having done so. The coach should never place the value of victory above that of instilling the highest desirable ideals and character traits in the players. The safety and welfare of the players should always be uppermost in one's mind and must never be sacrificed for any personal prestige or selfish glory. In teaching the game of one's choice, the coach must realize that there are certain rules designated to protect the players and provide common standards for determining a winner and loser.

Any attempts to deliberate unsportsmanlike conduct have no place in the coaching profession. Any coach guilty of such teaching does not have the right to be called a coach. The coach should set the example of winning without boasting and losing without bitterness. The coach who behaves according to these principles need have no fear of failure, for the success of the coach can be measured by the respect one has earned from the players and from the opponents.

In the relationship with the school for which one works, the coach should remember -- that he/she is on public display to represent that school. It is important, therefore, that one's conduct maintains the principles of integrity and dignity of the school. School policies regarding the athletic program should be adhered to, both the letter and to the spirit. The coach should remember that other members of the faculty also have an interest in the school and in the students and one's conduct must be such that no criticism arises of efforts to develop common interest and purposes of the institution along with other faculty members.

In relationships with coaches, it should be assumed that all members of the coaching profession intend to follow the precepts set forth in a Code of Ethics. All evidence of unethical conduct should be brought openly to the Ethics Committee through the prescribed channels. Sports writers and sports casters should not be used as an outlet for relieving ill-feelings toward other coaches, players, officials or other schools. Sports writers also have an interest in the athletic program and should be treated with the same respect and honesty expected of them. Officials are an essential part of the athletic program and of the game, and it should be recognized that they are to attempt to maintain the highest standards of integrity and honesty. Just as coaches can make mistakes, so can officials. It is important that their efforts to secure perfection in performance be highly respected by coaches.

Therefore, the essential elements in a Code of Ethics for the Texas High School Coaches Association are honesty and integrity. Coaches whose conduct reflect those two characteristics will bring credit to the coaching profession, to the games which they coach, their school and to themselves. It is only through such conduct that the profession can earn and maintain its rightful place in our educational program and make its full contribution to the school and to the community.

ARTICLE II THE COACH'S RESPONSIBILITY TO THE SCHOOL

1. The function of the coach is to educate students through participation in the games under his/her direction. The primary basic functions must never be disregarded.
2. Because of the unique place which the coach holds in the educational organization, it is highly important that he/she support the administration in all its policies, rules and regulations, which may be from time to time enacted. Differences of opinion should be discussed behind closed doors and not aired through the public media.
3. Where the coach is not the Athletic Director, it is important that a harmonious relationship exist between the two. The coach should feel free to suggest and initiate any actions which has to do with the conduct or improvement of the athletic program. Controversial matters should be discussed on a friendly basis, but once final decisions are reached, they should be accepted and given complete support by the coach.
4. Participation in interschool athletics is based on the individual student's fulfillment of established rules and regulations. Every coach should be thoroughly acquainted with these rules and regulations. Coaches should assume responsibilities for their observances and enforcement in cooperation with the school officials charged with this responsibility. Matters of eligibility should be constantly referred to the school principal or superintendent for consultation and interpretation and improvement.
5. One of the coach's fundamental responsibilities must be to inspire the players to achieve academic success. Not only to make good grades, but to secure a well rounded high school education and graduate with honors.

ARTICLE III THE COACH'S RESPONSIBILITY TO THE PLAYERS

1. Diagnosis and prescription of treatment of injuries is strictly a medical problem and should, under no circumstances, be considered a province of the coach. The coach's responsibility is to see that injured players are given prompt and confident medical attention and that the most detailed instructions of the doctor are carried out.
2. The coach must remember that he/she is a living example for all boys and girls in the school's community. Therefore, it is important to the coach and to the coaching profession that actions and behavior always bring credit to the profession and to the coach.
3. The coach's conduct during a game (suggested):
 - a. Before and after a game, rival coaches should meet and exchange friendly greetings.
 - b. During the game, coaches should be as inconspicuous as possible.

- c. Coaches encouraged to demonstrate a friendly and kindly attitude toward their players on the bench.
- d. The attitude of coaches toward officials during the progress of the game should be controlled.
- e. After the game, visitors should not be permitted into a team's dressing room until coaches have had sufficient time to complete all their post-game responsibilities, including a careful check of any injuries.

ARTICLE IV RULES OF THE GAME

1. The coach should be thoroughly acquainted with the rules of the game. Official rule books should be studied and often reviewed. The coach is primarily responsible for teaching and interpreting the rules to the players.
2. The letter and the spirit of the rules must be respected and adhered to by the coach. Rules are made for the protection of the players and in the best interest of the game. It is the coach's responsibility to see that they are observed.
3. Breaking the Rules - Disregarding the rules brands a coach or a player as a person unfit to be associated with the athletic program. It is especially important that coaches stress those rules which involve bodily contact. The rules permit the use of hands and arms. It is the coach's responsibility to see that they are used legally. It is not the purpose of any game to hurt or injure an opponent by legal or illegal methods.
4. Good sportsmanship begins on the practice field, and if it becomes a habit, none of us will have to worry about it, as we will have no unsportsmanlike tactics in any of our games.
5. The football code, which appears in the official football rule book, shall be considered an integral part of this Code of Ethics and should be carefully read and observed. (3/7/75)
6. It is unethical conduct to teach the use of the helmet and/or face mask as a primary part of contact in blocking and tackling techniques. (3/12/76)

ARTICLE V OFFICIALS

1. Officials must have the respect and support of the coaches and players if they are to do their job efficiently. On and off the record, criticism of officials and players or the public shall be considered unethical.
2. Cooperative relationship should exist between coaches and official associations, with frequent interchange of ideas and suggestions. Coaches should, whenever possible, accept invitations to attend officials rules meetings. Likewise, coaches should extend to officials invitations to discuss rules interpretation with their squad and other coaches meeting as a group. It is unethical and dangerous for coaches of rival teams to accept assignments as officials on an exchange basis.
3. Officials should always be treated in a courteous manner. On the day of the game, they should be provided with a private room, if possible, in which to meet and dress for the game. conferences between coaches and officials shall always be conducted according to procedures established by the University Interscholastic League. Procedures set up by

the constitution and rules book of the UIL shall govern all practices and treatment of officials. Coaches, principals and superintendents are charged with this responsibility.

4. It should be remembered that slow motion study of controversial decisions by officials is far different from on the spot decisions made during the course of the game. To demonstrate critical plays to sports writers, sports casters, quarterback clubs and the public, which may lead to officials being labeled incompetent, must be considered unethical conduct.

ARTICLE VI PUBLIC RELATIONS

1. The responsibility of coaches to accredited writers and radio and television commentators is to provide them news about their team and players. The press should be treated with courtesy, honesty and respect. Coaches, at all times, while talking to the media, should refrain from making any derogatory, disparaging or critical remarks, statements or observations about a fellow coach. Misleading statements should be answered honestly or not at all. If good judgment indicates that an honest answer to a question would be detrimental to the best interests of the game, good ethics demands that it not be answered, and in such cases "no comment" is entirely justifiable. Coaches should stress the importance of ethical procedures in teaching their players how to conduct themselves on and off the field and on out of town trips.
2. It should be questionable practice for coaches to stress players injuries, disciplinary measures, academic difficulties or eligibility problems to the press, radio and television. Disciplinary problems should be a "family affair" solved between the coach and players involved. Eligibility is a matter for the principal. Injuries are essentially for the team physician or family doctor. No good purpose can be served by emphasizing these matters.
3. Booster Club Organizations. Such organizations can be of value to the school and the coach if they have the proper objectives. It shall be unethical for the coaches to use such groups to attempt to defeat or obstruct administrative or school athletic controls or to encourage violation of established rules and regulations in order to strengthen any part of the athletic program. It shall, likewise, be unethical for coaches to make demands, financial or otherwise, upon controls. Any other form of misuse of such strength and power is in violation of accepted rules and regulations.

ARTICLE VII DRUGS

It is a serious breach of the Code of Ethics of the Texas High School Coaches Association for any coach to condone, encourage or tolerate the use of performance enhancing drugs by any student athlete. It is the responsibility, the moral obligation and the duty of all coaches to constantly warn, inform and educate students of the damaging effects of anabolic steroids.

**ARTICLE VIII
SCOUTING**

1. It is unethical, under any circumstances, to scout any team, by any means, except in regularly scheduled games. Interschool scrimmages can be scouted by consent of both head coaches of teams involved. The head coach shall be held responsible for all scouting. This includes the use of motion pictures.

2. It is unethical conduct to violate district rules on the exchange of film.

**ARTICLE IX
MANAGEMENT OFFELONY CRIME**

It will be considered a breach of the Code of Ethics to willingly allow a student/athlete who is charged with and under indictment for a felony crime to participate in an athletic contest. This action should not be considered a presumption of guilt, but rather it affords the accused athlete the _time and opportunity to clear his name. The student/athlete may be allowed to remain on his athletic team as a suspended member, but should not be allowed to represent his school or community in an athletic contest while under this suspension.

**ARTICLE X
FOOD SUPPLIMENTS, DRUGS & MEDICATIONS**

(12/98) The position that the THSCA has taken is: "School personnel and coaches should not dispense any drug, medication or food supplement except with extreme caution and in accordance with policies developed in consultation with parents, health-care professionals and senior administrative personnel of the school or school district".

"Use of any drug, medication or food supplement in a way not prescribed by the manufacturer should not be authorized or encouraged by school personnel and coaches. Even natural substances in unnatural amounts may have short-term or long-term negative health effects".

"In order to minimize health and safety risks to student athletes, maintain ethical standards and reduce liability risks, school personnel and coaches should never supply, recommend or permit the use of any drug, medication or food supplement solely for performance-enhancing purposes".