



Strasbourg, 4 May 2016

Rec (2016) 2

**Recommendation Rec (2016) 2 of the Monitoring Group
on Anti-Doping Education Guidelines
for Tertiary Education Institutions**

adopted by the Monitoring Group on 3rd May 2016 at its 44th meeting in Strasbourg

The Monitoring Group of the Anti-Doping Convention, under the terms of Article 11.1.d of the Convention,

Having regard to Article 3.1 of the Convention, which obliges States Parties to co-ordinate the policies and actions of their government departments and other public agencies concerned with combating doping in sport;

Having regard to Article 6 of the Convention, which requires States Parties to undertake to devise and implement education and information programmes emphasising the dangers to health inherent in doping and its harm to the ethical values of sport;

Acknowledging the fact that all States Parties to the Anti-Doping Convention are bound by the International Convention against Doping in Sport (UNESCO, 2005), and are therefore concerned by the measures required by the World Anti-Doping Code, including requirements to implement values-based education programmes;

Recalling that the Monitoring Group adopted the Recommendation Rec (2011) 1 on the use of the model guidelines for core information/education programmes to prevent doping in sport and recommended the States Parties to incorporate into the curricula of sport schools and sport faculties anti-doping notions;

Recognising that tertiary education institutions have a responsibility to provide high quality training to the new specialists in the field of sport, therefore have a crucial role to focus on the knowledge, understanding, skills, behaviour and attitudes regarding anti-doping;

Convinced that the proper implementation of the Anti-Doping Education Guidelines for Tertiary Education Institutions will contribute to influencing the careers of both young talents and high performance/elite level athletes towards clean sport behaviour;

Having discussed and agreed on the Anti-Doping Education Guidelines for Tertiary Education Institutions with the States Parties to the Convention attending the sessions and activities of the Advisory Group on Education;

Expressing its gratitude to the Institute of National Anti-Doping Organisation (iNADO) and World Anti-Doping Agency (WADA) for the close co-operation in the development of these Guidelines;

Recommends that the States Parties to the Anti-Doping Convention:

1. Adopt the *Anti-Doping Education Guidelines for Tertiary Education Institutions*, annexed to the present Recommendation, as a support for the development, implementation, delivery and evaluation of effective anti-doping education in tertiary education institutions;
2. Advise, where appropriate, the relevant Tertiary Education Institution on its territory to incorporate these Guidelines into their respective strategies, including curricula;
3. Report to the Monitoring Group about the progress of implementation of these Guidelines as required by the Article 9 of the Anti-Doping Convention.

Anti-Doping Education Guidelines for Tertiary Education Institutions

I. Introduction

The purpose of the Anti-Doping Education Guidelines is to support the development, implementation, delivery and evaluation of effective anti-doping education in tertiary education institutions. The content can be applied for the Undergraduate (Bachelor's), Master's degree and professional development studies. These guidelines will serve to achieve the implementation of the Anti-Doping Convention of the Council of Europe, UNESCO International Convention against Doping in Sport and World Anti-Doping Code.

Anti-doping studies proposed in these guidelines are based on the 2015 World Anti-Doping Code. These studies will provide the essential knowledge to the students/specialists regarding clean sport. In addition, by taking these anti-doping studies, the students/specialists will gain and improve their skills in order to be capable of influencing the careers of both young talents and high performance/elite level athletes towards clean sport behaviour. Furthermore, the students/specialists will learn for both their personal professional and sporting activity.

While implementing these guidelines, tertiary education institutions can seek the national anti-doping organisation's (NADO) assistance. See Annex 2 for The List of Contacts of National Anti-Doping Organizations.

II. Stand-alone module or included in another module of study

The anti-doping module can either be provided as a stand-alone module or be included in another module of study. The main recommendations (see table 1) stipulate that for each study/profession a minimum of specific and relevant anti-doping topics are being taught.

Tertiary education institutions will decide independently on the number of credits given to the Anti-doping module.

III. Key degree programmes for anti-doping subject

It is recommended to include the anti-doping subject into the following degree programmes:

Sports Law, Sports Management or Administration, Sports Medicine, Sports Nutrition, Sports Pharmacology, Sports Ethics, Sports Physiology, Sports Science, Physical Education, Sports Journalism

If no sport specific degree programme is available, it is recommended to include the anti-doping study within the general degree programme.

Each degree programme can decide independently on the number of credits that shall be dedicated to anti-doping studies. Given the complexity and fast development of anti-doping work in general, it is recommended to not underestimate the time required in order to understand anti-doping-related context as a whole.

Table 1 allocates six anti-doping topics to 20 degree programmes (in alphabetical order). To each of the six anti-doping topics a percentage relevance for each degree programme is indicated. This helps to define the content of the lessons according to the number of credits defined.

Any percentage higher than 15% points to the fact that the corresponding anti-doping topic is significant for the particular degree programme.

Any percentage below 15% points to the fact that the corresponding anti-doping topic is of lower importance for the particular degree programme.

Table 2 shows the corresponding subtopics and resources for each of the six anti-doping topics. The * symbol shows where country-specific resources - especially regarding laws and provisions - are required

No.	Degree Programme / Profession / Speciality	Anti-Doping Topics*					
		1. Introduction to anti-doping	2. What is doping?	3. Who is using doping?	4. Why, when and where is doping being used?	5. Why is doping prohibited?	6. What actions are being taken against doping?
1	Adapted Physical Activity	15%	15%	15%	15%	15%	25%
2	Educators	10%	10%	20%	10%	25%	25%
3	Kinesiotherapists/ Physiotherapists	15%	25%	15%	20%	15%	10%
4	Physical Activity and Public Health	10%	25%	20%	10%	15%	20%
5	Physical Education	15%	15%	15%	15%	15%	25%
6	Physicians (all types of doctors)	10%	20%	20%	20%	25%	5%
7	Primary school teacher	15%	10%	15%	10%	25%	25%
8	Social pedagogy	10%	10%	20%	15%	20%	25%
9	Sport or Fitness Instructors	15%	15%	15%	15%	15%	25%
10	Sport Recreation and Tourism	15%	15%	15%	15%	15%	25%
11	Sports Administrators	20%	20%	10%	10%	20%	20%
12	Sports Coaching	5%	25%	20%	20%	10%	20%
13	Sports Dieticians	15%	25%	15%	15%	25%	5%
14	Sports Ethicists	10%	20%	25%	10%	15%	20%
15	Sports Industries / Management	15%	15%	15%	15%	15%	25%
16	Sports Journalism	20%	20%	20%	10%	10%	20%
17	Sports Lawyers	20%	30%	5%	5%	15%	25%
18	Sports Pharmacists	10%	25%	20%	25%	10%	10%
19	Sports Physicians	10%	20%	20%	20%	25%	5%
20	Sports Psychologists	10%	20%	25%	20%	15%	10%

Table 1: Overview of anti-doping topics in relation to degree programmes (alphabetical order)

IV. Learning objectives and forms of teaching

It is strongly advised to state the learning objectives in the beginning of the course based on the approach of the tertiary education institution.”

The learning objectives of the subjects may vary. They depend on the topic and the profession and could focus on the knowledge, understanding, skills, behaviour and attitudes regarding anti-doping. Based on the learning objectives the forms of teaching can also be different, such as traditional lectures, but also group projects and discussions, case studies, role plays, independent work, etc.

Having completed the studies, the specialists have to be able to apply the gained knowledge. The learning objectives for each chapter are following:

1. Introduction to anti-doping.

At the end of this chapter specialists should know:

- What anti-doping is;
- The history of the fight against doping in sports;
- Framework of anti-doping:
- What WADA and its role are;
- Anti-Doping Convention of the Council of Europe;
- UNESCO International convention against doping in sport;
- World Anti-Doping and International Standards.

2. What is doping?

At the end of this chapter specialists should understand and explain:

- What constitutes anti-doping rule violations;
- What Prohibited list is, its structure and how it is created;
- What is the chemical structure of the classes of substances on the List
- How to check the medication;
- What TUE is, how and where to obtain it.

3. Who is using doping?

At the end of this chapter specialists should be informed about:

- Doping in: elite sport, mass sport, youth sport, society.

4. Why, when and where is doping being used?

At the end of this chapter specialists should understand and explain:

- Doping mentality, why doping is used;
- Role of athletes', support personnel, parents, clubs, sponsors, politics, media, audience.

5. Why is doping prohibited?

At the end of this chapter specialists should understand and explain:

- Performance effects of the classes of substances on the List
- Health consequences of the use of the prohibited substances or methods;
- Sports values, fairness, sports ethic, good sporting behaviour;
- Harm of doping to the spirit of sport;
- Risk of food supplements: assess the risk, assess the need.

6. What actions are being taken against doping?

At the end of this chapter specialists should understand and explain:

- Best practice of anti-doping education;

At the end of this chapter specialists should understand and explain:

- Doping control procedure for blood and urine;
- The importance of anti-doping education;

- Election of athletes, creation of registered testing pools and whereabouts;
- The role and responsibility of an anti-doping laboratory from reception of a sample till delivery of a result;
- Athletes' rights and responsibilities;
- The strict liability principle
- Role and responsibilities of athletes' support personnel;
- How result management is carried out;
- What athlete's biological passport is;
- Criminalization of doping, consequences, cooperation between NADOs and criminal investigation bodies.

V. Anti-doping topics - content reference document.

No.	Anti-Doping topics	Subtopic	Resources
1.	Introduction to anti-doping	What is anti-doping?	<ul style="list-style-type: none"> WADA learning hub UNIT 1 (www.antidopinglearninghub.org/en/textbook/what-is-doping)
		Anti-Doping History	<ul style="list-style-type: none"> Barrie Houlihan: Dying to Win, council of Europe Publishing Drugs in Sports edited by David R. Mottran and Neil Chester, Routledge 2015 (Chapters 1 and 2)
		First attempts of anti-doping work	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 14-17 'History of Doping and Anti-Doping'
		Milestones in the anti-doping work	
		Why is it important to do anti-doping work?	<ul style="list-style-type: none"> Drugs in Sports edited by David R. Mottran and Neil Chester, Routledge 2015 (Chapter 3) Ethics in Sport edited by William J. Morgan, Human Kinetics 2007
		Protecting the rights of clean athletes	<ul style="list-style-type: none"> Ethics in Sport edited by William J. Morgan, Human Kinetics 2007
		Protecting the youth	<ul style="list-style-type: none"> Paulo David: Human Rights in Youth Sport: A Critical Review of Children's Rights in Competitive Sport, Routledge 2004
		Anti-Doping Framework	<ul style="list-style-type: none"> WADA learning hub UNIT 2 (www.antidopinglearninghub.org/en/textbook/fight-against-doping-in-sport) Global Anti-Doping Organization Chart (https://www.wada-ama.org/en/resources/doping-control-process/global-anti-doping-organization-chart)
		Anti-Doping Convention of the Council of Europe.	<ul style="list-style-type: none"> Anti-Doping Convention of the Council of Europe http://conventions.coe.int/Treaty/en/Treaties/Html/135.htm Additional Protocol to the Anti-Doping Convention of The Council of Europe http://conventions.coe.int/Treaty/en/Treaties/Html/188.htm
		Role of the Council of Europe in the anti-doping work	<ul style="list-style-type: none"> http://www.coe.int/t/dg4/sport/Doping/convention_en.asp http://www.coe.int/t/dg4/sport/Doping/priorities_en.asp
		UNESCO International Convention against Doping in Sport.	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 28-29 'Copenhagen Declaration & UNESCO Convention' WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 108 'Glossary' UNESCO International Convention against Doping in Sport (http://portal.unesco.org/en/ev.php-URL_ID=31037&URL_DO=DO_TOPIC&URL_SECTION=201.html)
		Role of the UNESCO in the anti-doping work	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 22 'UNESCO & the convention'

	What is the World Anti-Doping Agency (WADA) and what does it do?	<ul style="list-style-type: none"> WADA – ‘Who we are’ (www.wada-ama.org/en/who-we-are) WADA – ‘What we do’ (www.wada-ama.org/en/what-we-do) WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 108 ‘Glossary’
	WADA funding and governance.	<ul style="list-style-type: none"> WADA – ‘Who we are’ (www.wada-ama.org/en/who-we-are/funding) (www.wada-ama.org/en/who-we-are/governance)
	Why was WADA formed?	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 17 ‘Creation of WADA’
	World Anti-Doping Code and International Standards.	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 25-27 ‘World Anti-Doping Code’ WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 30-33 ‘International Standards’
	National anti-doping legal acts regulation.*	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) http://www.coe.int/t/dg4/sport/Doping/Antidoping_database/Reports/2010/leg/Legislation.asp Pg. 24 ‘National Fight against Doping in Sport’
	What is a National Anti-Doping Organization (NADO)?*	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 106 ‘Glossary’
	What is the role of NADO?*	<ul style="list-style-type: none"> ‘The Anti-Doping Community’ (www.wada-ama.org/en/who-we-are/anti-doping-community/national-anti-doping-organizations-nado)
	NADO Governance*	
2.	What is doping?	
	Ten anti-doping rule violations (ADRV)	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 11-13 ‘Definition of Doping’
	Prohibited List	
	What is the Prohibited list?	
	Publication and revision of the Prohibited list.	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 107 ‘Glossary’
	Criteria for including substances and methods on the Prohibited list.	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 30 ‘Prohibited List’ The Prohibited List (www.wada-ama.org/en/what-we-do/prohibited-list) Drugs in Sports edited by David R. Mottran and Neil Chester, Routledge 2015 (Section 2)
	What is on the Prohibited list?	
	What is the difference between in- and out-of-competition periods?	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 35 ‘In-competition and out-of-competition testing’
	Sports specific additions	<ul style="list-style-type: none"> Prohibited List https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-prohibited-list-en.pdf

		Pg. 10 ‘P.1 Alcohols, P.2 Beta-Blockers
	What is the difference between specified and non-specified substances?	<ul style="list-style-type: none"> • ‘What is a ‘specified’ substance?’ (www.wada-ama.org/en/questions-answers/prohibited-list)
	What is the meaning of “-and other substances with a similar chemical structure or similar biological effect(s)”? How to read the Prohibited List?	<ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Structural_analog • http://www.usada.org/substances/prohibited-list/athlete-guide/ • http://list.wada-ama.org/ • https://www.wada-ama.org/en/questions-answers
	What is on the monitoring program?	<ul style="list-style-type: none"> • The Monitoring Program (www.wada-ama.org/en/resources/science-medicine/monitoring-program) • The Prohibited List (www.wada-ama.org/en/what-we-do/prohibited-list)
	How to check medications?*	<ul style="list-style-type: none"> • NADOs medication check.
	Therapeutic use exemptions (TUE)	<ul style="list-style-type: none"> • WADA learning hub UNIT 3 (antidopinglearninghub.org/en/textbook/science-and-medicine)
	What is TUE?	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 54-56 ‘Therapeutic Use Exemptions’ • ‘Therapeutic Uses Exemptions’ (www.wada-ama.org/en/what-we-do/science-medical/therapeutic-use-exemptions) • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 54-56 ‘Therapeutic Use Exemptions’ • World Anti-Doping Code 2015 https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf Pg. Article 4.4. Therapeutic Use Exemptions International standard Therapeutic Use Exemptions https://wada-main-prod.s3.amazonaws.com/resources/files/WADA-2015-ISTUE-Final-EN.pdf Pg. 20-21, Annex 1: Code Article 4.4 Flow-Chart
	When should an athlete apply for TUE?	
	Criteria and evidence required for granting TUE.	
	Who grants TUE?	
	Where can TUE application forms be obtained?	
	TUE application process.	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 54-56 ‘Therapeutic Use Exemptions’
	TUE for competitions.	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 54-56 ‘Therapeutic Use Exemptions’
	TUE recognition process.	
	Appeals relating to TUE.	
	Review of TUE decision.	
	Role of physicians and athlete	

		support personnel in TUE application process.	
3.	Who is using doping?	Early examples of doping use	<ul style="list-style-type: none"> • Barrie HOULIHAN 'DYING TO WIN', 2nd Edition (Council of Europe Publishing, May 2002) Pg. 33-34
		Doping in elite sport	<ul style="list-style-type: none"> • Barrie HOULIHAN 'DYING TO WIN', 2nd Edition (Council of Europe Publishing, May 2002)Pg. 34-59
		Doping in mass sport	<ul style="list-style-type: none"> • http://www.drugsandalcohol.ie/23024/
		Doping in youth sport	<ul style="list-style-type: none"> • DE Greydanus, DR Patel: Sports doping in the adolescent athlete the hope, hype, and hyperbole. http://www.ncbi.nlm.nih.gov/pubmed/12296535; • DAVID A BARON, DAVID M MARTIN, and SAMIR ABOL MAGD: Doping in sports and its spread to at-risk populations: an international review. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2219897/#B16; • Charles E. Yesalis, MPH, ScDa , Michael S. Bahrke, PhD : Doping among adolescent athletes. http://www.sciencedirect.com/science/article/pii/S1521690X00900514 • http://www.doping.nl/media/kb/161/Strategy_for_Stopping_Steroids_Final_Report_2012.pdf (e.g. chapter "1.6. Knowledge about young drug abusers in general") • Fürhapter, C., Blank, C., Leichtfried, V., Mair-Raggautz, M., Müller, D. & Schobersberger, W. (2013). Evaluation of West-Austrian junior athletes' knowledge regarding doping in sports. Wien Klin Wochenschr. DOI 10.1007/s00508-012-0318-7
		„Doping“ in society	<ul style="list-style-type: none"> • http://ec.europa.eu/sport/news/2014/docs/doping-prevention-report_en.pdf • https://www.youtube.com/watch?v=tAg-LIvhlLU • http://www.een.be/programmas/volt/undercover-doping
4.	Why, when and where is doping being used?	Micro Level	<ul style="list-style-type: none"> • Drugs in Sports edited by David R. Mottran and Neil Chester, Routledge 2015 (Section 5)
		Doping mentality and the doping-biography / determinants of doping	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 94-96 'Vulnerability & Signs and Symptoms' • Psycho-social determinants of doping behaviour through the testimony of sanctioned athletes – PIFFARETTI 2011 (www.wada-ama.org/en/resources/social-science/learning-about-psycho-social-determinants-of-doping-behaviour-through-the) • Determinants of Intentions for Doping In Sports – TSORBATZOULDIS 2008. (www.wada-ama.org/en/resources/social-science/determinants-of-intentions-for-doping-in-sports)
		Roles of the support personnel	<ul style="list-style-type: none"> • Coaches Toot Kit (www.wada-ama.org/en/resources/education-and-awareness/coachs-tool-kit)
		Roles of doctors and pharmacists	<ul style="list-style-type: none"> • Sport Physicians Tool Kit (www.wada-ama.org/en/resources/education-and-awareness/sport-physicians-tool-kit)
		Meso Level	
		Role of clubs and teams	<ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Essendon_Football_Club_supplements_controversy • http://www.abc.net.au/news/2014-09-19/asada-right-to-probe-essendon-supplements-program-court-rules/5755440
		Macro Level	
		Role of sponsors and economy	<ul style="list-style-type: none"> • Barrie Houlihan: Dying to Win, Council of Europe Publishing, Chapter 1, 26-31 pg.
		Role of politics	<ul style="list-style-type: none"> • http://www.theaustralian.com.au/sport/afl/sports-anti-doping-authority-told-to-back-off-afl/story-fnca0u4y-

			<p>1227406367287?sv=d673efe4b5d9b33d394623b971c6fb14</p> <ul style="list-style-type: none"> Barrie Houlihan: Dying to Win, Council of Europe Publishing, Chapter 1, 15-25 pg.
	Role of producers and distributors		<ul style="list-style-type: none"> https://en.wikipedia.org/wiki/BALCO_scandal
	Role of media		<ul style="list-style-type: none"> https://www.wada-ama.org/en/media/news/2015-05/wada-op-ed-media-the-4th-estate-in-anti-doping http://www.sportsintegrityinitiative.com/iaaf-media-coverage-of-doping-can-undermine-our-investigations/ https://www.coe.int/t/dg4/sport/restricted/Source/T_DO/AdvisoryGroups/T-DO%20ED_2013/T-DO(2013)19_EN_Lamb_doc_media.pdf
	Role of audience		<ul style="list-style-type: none"> Buechel, Berno and Emrich, Eike and Pohlkamp, Stefanie (2013): Nobody's innocent: the role of customers in the doping dilemma. https://mpira.ub.uni-muenchen.de/44627/ Starke, C. & Flemming, F. (2015). Who is Responsible for Doping in Sports? The Attribution of Responsibility in the German Print Media. Communication & Sport September 3, 2015 doi: 10.1177/2167479515603712 Buechel, B., Emrich, E. & Pohlkamp, S. (2014). "Nobody's Innocent: The Role of Customers in the Doping Dilemma". Journal of Sports Economics October 7, 2014 doi: 10.1177/1527002514551475
	"Useful" illegality of doping		<ul style="list-style-type: none"> Kayser B., Broeres B., Anti-doping policies: choosing between imperfections. In: Tolleneer J., Sterckx S., Bonte P. (eds.) <i>Athletic Enhancement, Human Nature and Ethics</i>. International Library of Ethics, Law, and the New Medicine 52, Springer, Dordrecht, pp. 271-289, 2013. http://link.springer.com/chapter/10.1007%2F978-94-007-5101-9_15 Kayser B., Current anti-doping policy: harm reduction or harm induction? In: Møller V., McNamee M., Dimeo P. (eds.) <i>Elite sport, doping and public health</i>. University Press of Southern Denmark, Odense, pp. 155-166, 2009. http://sportsscientists.com/2009/07/a-very-different-view-on-anti-doping/ He will also have a contribution in this upcoming book: https://www.routledge.com/products/9781138931800 From Zero-Tolerance Towards Risk Reduction In Doping: Learning From The Failure Of The War On Drug
5.	Why is doping prohibited?	Health consequences of the use of prohibited substances / methods	<ul style="list-style-type: none"> WADA learning hub UNIT 4 (www.antidopinglearninghub.org/en/textbook/consequence-of-doping) WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 76-85 'Health Consequences of Doping' Drugs in Sports edited by David R. Mottran and Neil Chester, Routledge 2015 (Section 2)
		Social and Economic Impact of Doping	<ul style="list-style-type: none"> Lance Armstrong story (https://en.wikipedia.org/wiki/History_of_Lance_Armstrong_doping_allegations),
		Social impact of a doping case on an athlete, their family and social life	<ul style="list-style-type: none"> Adam Dean's Story (www.ukad.org.uk/resources/video/supplements-in-sport-adam-deans-story) Sam Chalmers' Story (https://www.youtube.com/watch?v=0zhuFF_M1iI)

	Economic impact of a doping case on an athlete	<ul style="list-style-type: none"> Ben Johnson story (https://en.wikipedia.org/wiki/Ben_Johnson_%28sprinter%29)
	Harm of doping to the spirit of sport.	<ul style="list-style-type: none"> www.antidopinglearninghub.org/en/textbook/consequence-of-doping WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 76-85 ‘Ethical Consideration’ McNamee, M.J. “The spirit of sport and anti-doping policy: an ideal worth fighting for”. Play True Magazine, Issue 1, 2013. (www.wada-ama.org/en/resources/education-and-awareness/play-true-magazine-prevention-through-education)
	Fairness, sport ethic, good sporting behavior.	
	Meaning of sports / originality of performance	<ul style="list-style-type: none"> Olympic charter, http://www.olympic.org/Documents/olympic_charter_en.pdf
	Role models and Responsibility	<ul style="list-style-type: none"> prePlay Handbook for Ambassadors, http://issuu.com/sloado/docs/preplay_handbook/3?e=13216298/13263466
	Is there a real alternative?	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 74-75 ‘Why not forget anti-doping rules and allow doping?’
	Risks of Food Supplements	
	What are food supplements?	
	What are the risk of use of food supplements?	
	How does the contamination occur?	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 90-93 ‘Supplements’
	Assess the need.	
	Assess the risk.	
6.	What actions are being taken against doping?	
	Education	
	Importance of Education	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 97-103 ‘Preventing Doping’
	Objective of Education	
	Examples of Best Practice	<ul style="list-style-type: none"> Play True Magazine (www.wada-ama.org/en/resources/education-and-awareness/play-true-magazine-prevention-through-education)
	Testing	
	Who can be tested and when?	<ul style="list-style-type: none"> World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg.37, ‘Article 5.2 Scope of Testing’
	Registered testing pool.	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 107 ‘Glossary’
	Applicable whereabouts requirements.	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 48-50 ‘Whereabouts’
	Doping control procedures for blood and urine.	<ul style="list-style-type: none"> ‘At-a-Glance - The Doping Control Process’ (www.wada-ama.org/en/resources/doping-control-process/at-a-glance-the-doping-control-process)

	<ul style="list-style-type: none"> • Doping Control Process for Athletes Video (https://www.wada-ama.org/en/resources/doping-control-process/doping-control-process-for-athletes) • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 34-36 'Doping Control Process' • Instructions-Doping Control form (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-doping-control-form-instructions-v6-jan-2015-en.pdf)
Doping control modification for athletes who are minors.	<ul style="list-style-type: none"> • International Standards for Testing and Investigation (https://wada-main-prod.s3.amazonaws.com/resources/files/WADA-2015-ISTI-Final-EN.pdf) Pg. 65-66, Annex C - Modifications for Athletes who are Minors
Doping control modifications for athletes with disabilities.	<ul style="list-style-type: none"> • International Standards for Testing and Investigation (https://wada-main-prod.s3.amazonaws.com/resources/files/WADA-2015-ISTI-Final-EN.pdf) Pg. 67-68, Annex B - Modifications for Athletes with impairments
Where doping samples are analysed?	<ul style="list-style-type: none"> • World Anti-Doping Code (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg. 43-45, 'Article 6 Analysis of samples' • List of WADA Accredited Laboratories (https://www.wada-ama.org/en/what-we-do/science-medical/laboratories/accredited-laboratories)
Doping control personnel.	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 104-108 'Glossary'
Athletes' rights and responsibilities.	<ul style="list-style-type: none"> • 'At-a-Glance - The Doping Control Process' (www.wada-ama.org/en/resources/doping-control-process/at-a-glance-the-doping-control-process)
Athlete support personnel roles and responsibilities.	<ul style="list-style-type: none"> • World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg.114, 'Article 114, Roles and Responsibilities of Athletes support personnel'
Result management.	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 36-37 'Results Management'
Athlete Biological Passport (ABP)	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 37-39 'Athlete Biological Passport'
Anti-doping rule violation case management.	
Sanctions for anti-doping rule violations.	<ul style="list-style-type: none"> • WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 86-87 'Sport Consequences – Sanctions' • World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg. 59-61 and 72 'Article 9, 10.1, 10.2, 10.8 and 10.10'

Eliminating, reducing or suspensions of a sanction.	<ul style="list-style-type: none"> World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg. 63-69, Articles 10.4, 10.5, 10,6
Aggravating circumstances and multiple violations.	<ul style="list-style-type: none"> World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg. 70-71 ‘Articles 10.7 Multiple Violations’
Consequences to teams.	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 86-87 ‘Sport Consequences – Sanctions’ World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg. 79 ‘Article 11 Consequences to teams’
Sanctions against sporting bodies	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 86-87 ‘Sport Consequences – Sanctions’
Appeals	<ul style="list-style-type: none"> World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg. 88-86, ‘Article 13 Appeals.’
Confidentiality and reporting.	<ul style="list-style-type: none"> World Anti-Doping Code 2015 (https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf) Pg. 87-92 ‘Article 14 Confidentiality and reporting’
Public disclosure and media attention to doping cases.	<ul style="list-style-type: none"> https://wada-main-prod.s3.amazonaws.com/resources/files/wada-2015-world-anti-doping-code.pdf
Criminal investigations	
What is prohibited?*	<ul style="list-style-type: none"> National anti-doping laws and provisions
What are the consequences?*	<ul style="list-style-type: none"> National anti-doping laws and provisions
Cooperation between NADOs and criminal investigation bodies*	<ul style="list-style-type: none"> WADA Anti-Doping Textbook (www.antidopinglearninghub.org/en) Pg. 40-42 ‘Investigations’

Table 2: six anti-doping topics and their subtopics and resources in detail

* - tertiary education institution shall obtain the relevant country specific information: national anti-doping laws and provisions (also from public law, health law or criminal law if applicable), medication database and others. The relevant information should be gained from the respective NADO. See Annex 2 for The List of Contacts of National Anti-Doping Organizations.

Note. As the anti-doping discipline is being constantly updated and researched, it is strongly suggested to use the resources as accurately as possible, referring to the author/owner, the title and the year.

The provided resources are mostly focused on the use of WADA resources as they are global. Implementing the Guideline in the country, tertiary education institution or NADO will be able to add or direct aspects that are relevant their own countries.

VI. Assessment.

After the completion of the studies assessment should follow. It could be in a format of a written test examining students' knowledge or an assignment where students could show their understanding of the topic. Other assessment tools, such as group projects, papers, presentations, case studies, oral exams, etc. could also be considered. The assessment should be based on learning objectives. The Examples of Questions for the Test see – Annex 1.

Annex 1 - The Examples of Questions for the Test.

Annex 2 - The list of contacts of National Anti-Doping Organizations

Annex 3 – The list of contacts of International Organizations Involved in Anti-Doping

The examples of questions for the test**• What does the prohibited association mean?**

1. Athlete cannot work together with the coach or a doctor who has been banned for the anti-doping rule violation.
2. Coach cannot be at the doping control station together with his/her athlete.
3. It is a new prohibited method.
4. All the above.

Correct: 1

• How often is the Prohibited List updated?

1. Once a year, the updated list will come into effect on January 1.
2. Each time the Code is being amended.
3. Once a month, on the first day.
4. Only then, when the prohibited substance/medicine is being manufactured.

Correct: 1

• With the new version of the Code (since 2015) the following is more focused upon:

1. ... organising major events
2. ... updating WADA accredited laboratories
3. ... education
4. ... investigation

Correct: 4

• Which of the following is NOT the cause of the fight against the doping:

1. Doping causes the unfair competition.
2. Doping damages the health of the athletes.
3. Doping gives the advantage to the richer countries.
4. Doping damages the spirit of sport.

Correct: 3

• When is the B-sample provided?

1. An athlete can provide the B-sample during one month after getting the results of the A-sample.
2. At the same time as the A-sample.
3. There is no need for the B-sample, once the A-sample is proven to be negative.
4. B-sample is provided only in case the specific gravity of the urine is too low.

Correct: 2

Annex 2.**The list of contacts of National Anti-Doping Organisations**

Member States of Council of Europe		
1.	Albania	
2.	Andorra	
3.	Armenia	http://www.armnado.am
4.	Austria	http://www.nada.at/de
5.	Azerbaijan	
6.	Belgium	
6.1	Belgium Brussels	http://www.ccc-ggc.irisnet.be
6.2	Belgium Flanders	http://www.dopinglijn.be
6.3	Belgium French Community	http://www.dopage.cfwb.be
6.4	Belgium German Community	http://www.dgsport.be
7.	Bosnia and Herzegovina	http://www.ada.gov.ba
8.	Bulgaria	http://www.anti-doping.government.bg
9.	Croatia	http://www.hzt.hr
10.	Cyprus	http://cyada.org.cy/
11.	Czech Republic	http://www.antidoping.cz
12.	Denmark	http://www.antidoping.dk
13.	Estonia	http://www.antidoping.ee
14.	Finland	http://www.antidoping.fi
15.	France	https://www.afld.fr
16.	Georgia	http://www.gada.ge/
17.	Germany	http://www.nada.de
18.	Greece	http://www.0069.syzefxis.gov.gr
19.	Hungary	http://www.antidoping.hu
20.	Iceland	http://www.olympic.is
21.	Ireland	http://www.irishsportsCouncil.ie/Anti-Doping
22.	Italy	http://www.coni.it
23.	Latvia	http://www.antidopings.lv
24.	Liechtenstein	
25.	Lithuania	http://www.antidopings.lt
26.	Luxembourg	http://www.alad.lu
27.	Malta	http://www.sportmalta.org.mt/antidoping
28.	Republic of Moldova	
29.	Monaco	
30.	Montenegro	http://www.antidoping.me
31.	Netherlands	http://www.dopingautoriteit.nl

32.	Norway	http://www.antidoping.no
33.	Poland	http://www.antydoping.pl
34.	Portugal	http://www.adop.pt
35.	Romania	http://www.anad.gov.ro
36.	Russian Federation	http://www.rusada.ru
37.	San Marino	http://www.medicinadellosport.sm
38.	Serbia	http://www.adas.org.rs
39.	Slovak Republic	http://www.antidoping.sk
40.	Slovenia	http://www.sloado.si
41.	Spain	http://www.aepsad.gob.es
42.	Sweden	http://www.rf.se/Antidoping/
43.	Switzerland	http://www.antidoping.ch
44.	"The former Yugoslav Republic of Macedonia"	
45.	Turkey	
46.	Ukraine	http://www.nadc.org.ua
47.	United Kingdom	http://www.ukad.org.uk
Observer States		
48.	Australia	https://www.asada.gov.au/
49.	Belarus	http://www.nada.by/
50.	Canada	http://www.cces.ca/en/home
51.	Holy See	
52.	Japan	http://www.playtruejapan.org
53.	Kazakhstan	
54.	Morocco	
55.	Tunisia	http://www.anad.tn
56.	United States of America	http://www.usada.org

Annex 3.**The list of contacts of International Organizations**

1.	Council of Europe	http://www.coe.int/sport
2.	iNADO	http://www.inado.org
3.	World Anti-Doping Agency	http://www.wada-ama.org
4.	UNESCO	http://www.unesco.org/new/en/social-and-human-sciences/themes/anti-doping/
5.	European Union	http://ec.europa.eu/sport/policy/societal_role/doping_en.htm