ITA ICSE INTERNATIONAL CLEAN SPORT EDUCATOR PROGRAM

ITA ACADEMY

OFFICIAL PARTNER

berlingerspecial

COURSE HANDBOOK

SEPTEMBER – NOVEMBER 2026



KEEPING SPORT REAL

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Welcome from the International Testing Agency

On behalf of the International Testing Agency, I would like to welcome you to the ITA International Clean Sport Educator Program.

This intensive program aims to provide you with the essential information and training to enable you to become competent educators and ambassadors of clean sport. We trust it will provide you with the core knowledge and skills needed to work as an International Clean Sport Educator (ICSE) in the global sports setting, in accordance with the World Anti-Doping Code and International Standard for Education (ISE).

As an ICSE, you will likely be at the front-line delivering face-to-face education to a diverse range of athletes and their support personnel from every part of the world, and from many different sports. The education you deliver is a crucial aspect in the prevention of doping in sport and, alongside the wider anti-doping community, in protecting the health of athletes and the integrity of sport.

We wish you good luck and trust you will enjoy this learning journey.





Benjamin Cohen
Director General
International Testing Agency

The ITA would like to thank the following contributors to the International Clean Sport Educator Program.

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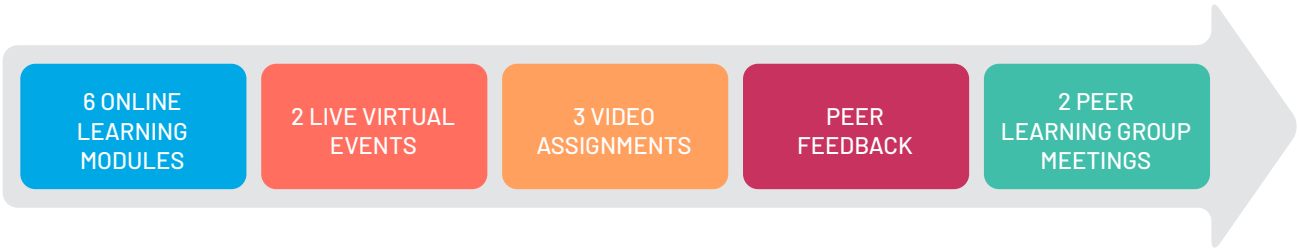
Course Overview

Structure

The ITA International Clean Sport Educator Program is a three-month course. It consists of 6 online learning modules, 2 Live Virtual Events and 2 online Peer Learning Group meetings. In addition, you will have 3 assignments to complete, each consisting of a video presentation. The first two video assignments you create will be published for the other participants of this course to view and to provide you with peer feedback, while the final assignment will be reviewed by external assessors. Full details of each aspect are provided in this handbook.



Learning objectives

After completion of the ITA International Clean Sport Educator Program, you will:

- Have the knowledge to confidently present on all mandatory anti-doping topics included in the WADA International Standard for Education (ISE)
- Be able to plan and structure effective clean sport education activities for a range of audience types including athletes and Athlete Support Personnel
- Be able to design and create effective education materials and activities
- Be a confident speaker and facilitator to deliver face-to-face education sessions
- Know how to present to international audiences
- Understand how to monitor and evaluate education activities

Resources

To accompany this course, and to support your work as an ICSE after you graduate, a set of additional resources is provided in this handbook. This consists of:

1. **Essential reading:** These reference materials are compulsory for you to read as part of the course. You will be prompted to read these as you complete the online learning modules.
2. **Recommended reading:** These references are provided as optional reading if you would like to develop your knowledge further on particular topics.
3. **Sample presentations:** These are PowerPoint presentations you may wish to adapt for your own presentations both during and after the course.

Assessment

Completion of all components of the course is required to pass. This includes:

1. Attendance at the 2 Live Virtual Events
2. Attendance at the 2 Peer Learning Group online meetings
3. Completion of all 6 modules and 6 knowledge tests
4. Submission of 3 video assignments

The third assignment will be marked by an external assessor. A 60% mark in this final assignment is required to pass the course.

REQUESTING AN EXTENSION OR MISSING AN EVENT

The ITA will take into account exceptional or serious personal situations or events that affect your ability to submit an assignment on time, or attend the required online events, such as:

- Serious or significant medical condition or illness
- Death of an immediate family member or close friend
- Exceptional urgent or unplanned work or travel circumstances

In such circumstances, an extension to an assignment may be granted, or you may be offered the opportunity to repeat that section of the course in the following intake (usually 6 months later) in order to satisfactorily pass. To see the full terms and conditions of the ITA's withdrawal and postponement policy, please click here. To apply for an extension or postponement of any part of the course, please complete the Extension or Postponement Request Form at this link.

ITA ICSE INTERNATIONAL CLEAN SPORT EDUCATOR PROGRAM

Timetable

Week	Activity	Date & Time
1	**ONLINE MODULE ACCESS**	**7 Sep.** Monday ***before 12:00 CET***
2	**LIVE VIRTUAL EVENT 1** (2.5 hours)	*Choose 1 session to attend* **15 Sep.** Thursday ***9:00-11:30 CEST*** Zoom link **15 Sep.** Thursday ***13:30-16:00 CEST*** Zoom link
3	Independent study	
4	Independent study	
5	**VIDEO ASSIGNMENT 1** due	**5 Oct.** Monday ***12:00 CEST***
	PROVIDE PEER FEEDBACK on peer videos	**7-11 Oct.** *before* ***12:00 CEST***
6	**PEER LEARNING GROUP** online meeting 1 (1.5 hours)	*Choose 1 session to attend* **13 Oct.** Tuesday ***10:00-11:30 CEST*** Zoom link **13 Oct.** Tuesday ***14:00-15:30 CEST*** Zoom link
7	**LIVE VIRTUAL EVENT 2** (2 hours)	*Choose 1 session to attend* **22 Oct.** Thursday ***9:00-11:00 CEST*** Zoom link **22 Oct.** Thursday ***13:30-15:30 CEST*** Zoom link
8	Independent study	
9	**VIDEO ASSIGNMENT 2** due	**2 Nov.** Monday ***12:00 CET***
	PROVIDE PEER FEEDBACK on peer videos	**4-8 Nov.** *before* ***12:00 CET***
10	**PEER LEARNING GROUP** online meeting 2 (1.5 hours)	*Choose 1 session to attend* **10 Nov.** Tuesday ***10:00-11:30 CET*** Zoom link **10 Nov.** Tuesday ***14:00-15:30 CET*** Zoom link
11	**VIDEO ASSIGNMENT 3** due	**19 Nov.** Thursday ***12:00 CET***

Completing the course

Before you start

1. Make time in your schedule for the course – refer to the course timetable for the dates and times of the Live Virtual Events and the Peer Learning Group meetings. Each of the live events is repeated twice at different times of the day – select the event that best fits your time zone and schedule.
2. You must pre-register for every Zoom session you will attend. We recommend doing this no later than 48 hours before each session. Click on the link in the timetable on page 7 to pre-register for each online session.
3. The course is delivered entirely online, so check if your internet connectivity is sufficient or make plans to spend enough time to complete the course somewhere where you can study with internet access.
4. All live sessions require your active engagement. Camera is mandatory to stay turned on during Live Virtual Events and Peer Learning Group meetings. Please click here to join a Zoom meeting test to make sure your camera and audio are working properly. If you have technical difficulties, please write to us in advance.
5. Set up an account for WADA's ADEL platform. This important resource is referred to throughout the course, and you will be expected to complete a number of these courses as part of your essential reading.
6. Note the due dates to submit your video assignments. It is important that these are uploaded by the due date. Following this due date, you will be able to view the other student's videos in your Peer Learning Group. You will have 4-6 days to provide feedback to them via an online form before the Peer Learning Group meeting.
7. You will need a smart phone, video camera or computer with a camera to record your video assignments. Review the technical instructions below on how to upload your videos during the course (see Technical instructions below).

Online learning modules and knowledge tests

Online learning modules

You will receive access to the online learning modules at the start of the course. You must have completed all the modules before the end of the course.

The online modules can be completed at your own pace, but you must complete the module topics that relate to the assignments and Peer Learning Group topics for you to complete these tasks.

As a guide, we suggest aiming to complete the modules based on the following timeline.

SUGGESTED ONLINE MODULE COMPLETION TIMELINE:

- Complete Module 1, 2 & 3 before the end of Week 4 (2 October 2026)
- Complete Module 4, 5 & 6 before the end of Week 8 (30 October 2026)

You will be required to read relevant essential reading references throughout the program. You will also be prompted to complete a WADA ADEL online course or to consider watching an ITA video material along the way. You can leave a module at any time and return to it after you complete this external reading or activity to continue where you left off.

Knowledge tests

Each module is followed by a knowledge test of 10 questions, which must be completed before moving to the next module.

MODULE 1.
Introduction to the International Clean Sport Educator Program

1. Welcome
2. Introduction
3. The Structure and Organisation of Anti-Doping
4. Clean Sport and Clean Sport Education
5. Working in the Context of the International Standard for Education
6. Summary

MODULE 2.
Creating and Delivering Effective Education

1. Introduction
2. The Education Program
3. Education Theory
4. An Introduction to Instructional Design
5. Learning Tasks and Session Plans
6. Educating along the Athlete Pathway
7. Educating International Audiences
8. Presentation and Communication Skills
9. Managing Questions
10. Contingency Planning
11. Monitoring and Evaluating Education Activities
12. Self-Development for Educators
13. Summary

MODULE 3.
Values of Clean Sport, Consequences of Doping and Speaking Up

1. Introduction
2. Implementing Values-Based Education
3. Values of Clean Sport
4. Influences on Decision Making
5. Consequences of Doping
6. Intelligence and Investigations
7. Decision-Making Around Reporting Doping
8. Questions ICSEs Might Be Asked
9. Summary

Safeguarding in Sport

MODULE 4.
Regulatory Aspects of Clean Sport

1. Introduction
2. Anti-Doping Rule Violations
3. Sanctions for Anti-Doping Rule Violations
4. Athlete Rights
5. Athlete Responsibilities
6. Athlete Support Personnel Roles and Responsibilities
7. Questions ICSEs Might Be Asked
8. Summary

MODULE 5.
Testing and Whereabouts

1. Introduction
2. Overview of Testing
3. Athlete Selection
4. Athlete Notification
5. Sample Collection
6. Doping Control Form Completion
7. What Happens to the Sample?
8. Modifications to the Testing Process
9. Dried Blood Spot Sample Collection
10. Athlete Biological Passport
11. Athlete Testing Pools
12. Athlete Whereabouts
13. Activities to Demonstrate the Doping Control Process
14. Questions ICSEs Might Be Asked
15. Summary

MODULE 6.
The Prohibited List, Therapeutic Use Exemptions and Supplements

1. Introduction
2. The Prohibited List
3. Categories of Substances and Methods
4. Navigating the Prohibited List
5. Useful Tips on Medications
6. Therapeutic Use Exemptions
7. Education Tips for ICSEs
8. Educating about Supplements
9. Activities to Check the Status of a Medicine
10. Questions ICSEs Might Be Asked
11. Summary

Live Virtual Events

You will attend 2 Live Virtual Events during the course. Both events are repeated at different times, so please choose the time slot that works for your time zone. During the Live Virtual Events, you will hear from our education coaches and subject experts. The sessions will be highly interactive, so be prepared to engage in discussions and activities. The program is as follows:

LIVE VIRTUAL EVENT 1

WEEK 2 (2.5 HOURS)

COMMUNICATION & PRESENTATION SKILLS MASTERCLASS

Presented by Gavin Brown

Gavin will present a number of practical topics including: 1) how to open and what to say at the start and being ready to present; 2) key messages that land, using various techniques, including storytelling; 3) audience engagement through various techniques, including questions; 4) awareness of body language, voice and eye contact; 5) how to make sure you have an effective ending every time; 6) virtual tips and techniques – changes to make if your audience is online.



Gavin Brown

LIVE VIRTUAL EVENT 2

WEEK 7 (2.5 HOURS)

EVENT-BASED EDUCATION: LESSONS FROM THE FIELD

Presented by ITA Education Ambassadors

During this interactive session, you will develop a strong understanding of event-based education as you learn from experienced educators. This session is designed to equip you to deliver effective on-site education and manage any challenges that arise.



Ana Jelušić, OLY



Dr Thais Cevada

Video assignments

Each video assignment requires you to prepare a short (up to 8–10 minute maximum) video of yourself educating an audience. You do not need a real audience for your video; you merely need to speak to the camera as you would do for a real audience.

For the first two video assignments, there are five steps that you must complete.

1. Prepare the content
2. Deliver and record the session
3. Upload the video file and Session Plan, if applicable, onto the platform (see Technical instructions below)
4. Review the videos of the other 2-4 members of your Peer Learning Group
5. Prepare to discuss your feedback at the next Peer Learning Group meeting

Note that only the first and second video assignments will be reviewed by your peers.

The third video assignment due in week 11 will be evaluated by external assessors, and you will receive your final mark for the course based on this last assignment.

For this video assignment, there are just three steps that you must complete.

1. Prepare the content
2. Deliver and record the session
3. Upload the video file and Session Plan onto the platform (see Technical instructions below)

VIDEO ASSIGNMENT 1 — DUE WEEK 5

Record yourself delivering an 8–10 minute education session for ATHLETES on the following topic:

THE VALUES OF CLEAN SPORT AND WHY THEY ARE IMPORTANT FOR ATHLETES

Content Guidance:

- Module 3: Values of Clean Sport, Consequences of Doping and Speaking Up
- Live Virtual Event 1: Communication & Presentation Skills Masterclass by Gavin Brown

VIDEO ASSIGNMENT 2 — DUE WEEK 9

Design a 20-minute education session for YOUTH ATHLETES (14-18 YEARS) on the following topic:

CONSEQUENCES OF DOPING

1. Create a Session Plan which covers: Session Format, Learning Objectives and one Learning Activity.
2. Record an 8-10 minute video of yourself delivering the session and introducing the Learning Activity.
3. As part of the Session Plan, design a Learning Activity, which if you were in the field would take the remainder of the education session time.

Session Plan Guidance:

- Module 2: Creating and Delivering Effective Education

Content Guidance:

- Module 3: Values of Clean Sport, Consequences of Doping and Speaking Up
- Live Virtual Event 1: Communication & Presentation Skills Masterclass by Gavin Brown

ASSIGNMENT 3

The third video assignment due in week 11 will be evaluated by external assessors, and you will receive your final mark for the course based on this assignment.
To successfully pass this course you must achieve a score of 60% or higher.

For this video assignment, there are three steps that you must complete.

- Prepare the content
- Deliver and record the session
- Upload the video file and Session Plan onto the platform (see Technical instructions below)

PREPARING FOR THE FINAL ASSIGNMENT

The final assignment provides an opportunity to demonstrate the knowledge, planning, communication and facilitation skills developed throughout the course.

Participants are encouraged to apply learning gained from:

- The online learning modules
- Live Virtual Events
- Peer feedback received following Assignments 1 and 2
- Peer Learning Group discussions
- Independent reflection on previous assignments

TIME EXPECTATIONS

The final assignment requires participants to design a 20-minute education session and submit an 8-10 minute video recording educator delivery. The remaining session time would be used to deliver the learning activity captured in the Session Plan.

Assessment focuses on the effectiveness of the session design, educational content, communication, audience engagement and achievement of learning objectives rather than the amount of information presented. Participants should prioritise clarity, relevance, audience engagement and practical application of learning over attempting to cover excessive content to keep within the time limit. Any video exceeding the limit may result in the deduction of marks.

EXAMPLE ASSIGNMENTS AND ASSESSOR FEEDBACK

To support preparation for the final assignment, participants are provided with examples of previous final assignment submissions (shared with permission) together with examples of assessor feedback.

These resources are intended to help participants:

- Understand the standard expected in the final assignment.
- Interpret the assessment criteria.
- Recognise effective approaches to content design and delivery.
- Understand how assessor feedback is structured.

FINAL ASSIGNMENT RESOURCES

- Example Final Assignment Video A
- Example Session Plan A
- Example Assessor Feedback A
- Example Final Assignment Video B
- Example Session Plan B
- Example Assessor Feedback B

Participants are strongly encouraged to review these examples before preparing and recording Assignment 3.

VIDEO ASSIGNMENT 3 — DUE WEEK 11

Design a 20-minute education session for athletes newly selected for their national team on the following topic:

WHAT TO EXPECT DURING DOPING CONTROL TESTING

1. Create a Session Plan which covers: Session Overview and one Learning Activity. All sections of the Session Plan must be completed.
2. Record an 8-10 minute video of yourself delivering the session and introducing the Learning Activity.
3. As part of the Session Plan, design a Learning Activity, which if you were in the field would take the remaining 10-12 minutes of the education session time.

Session Plan Guidance:

- Module 2: Creating and Delivering Effective Education

Content Guidance:

- Module 5: Testing and Whereabouts
- Live Virtual Event 1: Communication & Presentation Skills Masterclass by Gavin Brown

Instructions for preparing your video assignment

You can decide how you will deliver your education session. Here are some ideas:

- Present a lecture-style session
- Use a PowerPoint presentation
- Use pictures or make a poster and talk through the points
- Produce a fact sheet and talk through the points
- Conduct an interview with another person

TOP TIPS

- Use the session plan template in Module 2 to plan your education session. The template is also included in this Handbook.
- Keep the learning objectives you set as the focus of your content and delivery
- Remember who your audience is and tailor your session to meet their needs

RECORDING YOUR VIDEO ASSIGNMENT

You can use a smart phone or computer with a camera to record the session. You can either have another person record you, or you can record yourself. The most important things to capture clearly are the sound and the video of you delivering the session.

USING SLIDES

Using slides is optional. If you choose to use slides to accompany your session, they must be embedded in your video – for example, you could film yourself speaking in front of a screen in a room with the slides projected onto the screen.

USE OF ARTIFICIAL INTELLIGENCE

The use of artificial intelligence (AI) is acceptable only when used in preparation for the video assignments. The use of AI is prohibited in the delivery of the assignments, for example through the use of an AI avatar. All video assignments must be delivered by you personally. If you choose to use AI tools in your preparation for the assignment, you must ensure that the resulting content is factually accurate, current and adheres to the effective World Anti-Doping Code and WADA International Standards.

See Technical instructions below on how to upload and submit your assignments.

Marking Scheme

		Marking band		Description	Total Score
Content	Session Plan	9-10	Excellent	The plan is well designed and the objectives were fully achieved.	10
		6-8	Good	The plan covers most aspects of the education session and the objectives were mostly achieved.	
		4-5	Fair	Only some aspects of the plan are described and only some objectives were achieved.	
		0-3	Poor	The plan is either inadequate and therefore unachievable, or was not followed at all.	
	Relevance	9-10	Excellent	The content is highly relevant and covers all key aspects of the topic.	10
		6-8	Good	The content covers most of the key aspects of the topic.	
		4-5	Fair	The content only partially covers the key aspects of the topic.	
		0-3	Poor	The content is not relevant to the topic.	
	Accuracy	9-10	Excellent	The information is accurate and up to date.	10
		6-8	Good	The information is mostly accurate.	
		4-5	Fair	The information is partially accurate.	
		0-3	Poor	The information is not accurate.	
	Values	9-10	Excellent	The education session clearly includes values-based messages.	10
		6-8	Good	The education session contains some values-based messages.	
		4-5	Fair	The education session partially covers some values-based messages.	
		0-3	Poor	The education session does not include any values-based messages.	
	General			Examiner's feedback on overall content planning and execution.	10
Presentation	Organisation	9-10	Excellent	The education session is well-organised and easy to follow.	10
		6-8	Good	The education session is reasonably organised.	
		4-5	Fair	The education session is somewhat disorganised.	
		0-3	Poor	The education session is poorly organised.	
	Delivery	9-10	Excellent	The delivery is confident and easy to understand.	10
		6-8	Good	The delivery is mostly confident and easy to understand.	
		4-5	Fair	The delivery is somewhat hesitant and difficult to understand.	
		0-3	Poor	The delivery is hesitant and difficult to understand.	
	Timing	5	Excellent	Timing is well managed; any variation from the expected length is minor and clearly justified.	5
		3-4	Good	Timing is mostly appropriate; some variation, but not disruptive to the session's effectiveness.	
		1-2	Fair	Timing is noticeably over/under, with limited justification.	
		0	Poor	Timing is significantly mismanaged with no reasonable justification.	
Communication	Clarity	9-10	Excellent	The message is clear.	10
		6-8	Good	The message is mostly clear.	
		4-5	Fair	The message is somewhat unclear.	
		0-3	Poor	The message is not clear.	
	Engagement	9-10	Excellent	The education session is engaging and interesting.	10
		6-8	Good	The education session is reasonably engaging.	
		4-5	Fair	The education session is somewhat engaging.	
		0-3	Poor	The education session is not engaging.	
	General			Examiner's feedback on overall quality of presentation and communication.	5
				Total Score:	**100**

Peer feedback and peer learning

Peer learning is a core component of the ICSE Program. It provides the opportunity to learn from the approaches, perspectives, and presentations styles of fellow participants while developing your own skills as an educator.

You will be assigned to a Peer Learning Group consisting of 3 to 5 participants. Following video assignments 1 and 2, you will review the work of other participants and receive feedback on your own assignment. This process is designed to support your development ahead of the final assessed assignment and as an educator out in the field.

Once all members of your Peer Learning Group have submitted their video assignments, they can be viewed on the assignment submission page on the learning platform. You must review the videos of the other participants in your peer group using the online form provided on the assignment submission page. Participants should expect to receive feedback on their video assignments from all members of their peer group. You will receive this feedback via email.

PURPOSE OF PEER FEEDBACK

The purpose of peer feedback is to help participants:

- Identify strengths in their educational content and delivery.
- Recognise opportunities for improvement.
- Develop critical observation and evaluation skills.
- Learn from a variety of effective education approaches.
- Better understand the evaluation criteria that will be applied to the final assignment.

INSTRUCTIONS FOR PROVIDING FEEDBACK

When reviewing a peer's assignment:

1. Watch the video and review the Session Plan (assignment 2 only).
2. Provide balanced feedback by identifying both strengths and areas for improvement.
3. Be specific. Focus on observable behaviours, content choices, and presentation techniques.
4. Ensure comments are respectful, professional, and supportive.
5. Suggest practical actions that could be implemented in future education delivery.

The following criteria reflect the assessment framework used by external assessors for the final assignment:

1. RELEVANCE OF CONTENT

Consider:

- Is the content relevant to the assignment topic?
- Is the content appropriate for the intended audience?
- Are the examples and scenarios appropriate for the audience?
- Is the content tailored to the audience's needs and context?

Example constructive feedback:
The key messages were accurate, but the examples could be tailored more specifically to the target audience. Including sport-specific scenarios may help learners better relate to the content.

2. SESSION PLAN AND LEARNING ACTIVITY (ASSIGNMENT 2 ONLY)

Consider:

- Clarity of learning objectives
- Alignment between objectives, content and activity
- Suitability of the learning activity for the audience
- Likelihood that the activity would support learning outcomes

Example constructive feedback:
The Session Plan outlined appropriate content, but the activity appears ambitious for the time available. Consider simplifying the task or reducing the number of discussion points to ensure the activity can be completed effectively within the allocated timeframe.

3. ACCURACY OF INFORMATION

Consider:

- Is the information accurate and current?
- Is correct anti-doping terminology used?
- Are examples and case studies accurate and appropriate?

Example constructive feedback:
The information was mostly accurate, but a little more detail about the relevant anti-doping process would strengthen understanding and reduce any potential confusion.

4. VALUES-BASED MESSAGES

Consider:

- Does the session promote the values of clean sport?
- Does it support ethical decision-making?
- Does it encourage learners to make informed choices?

Example constructive feedback:
The session focused well on rules and procedures. Consider including additional discussion prompts or examples that encourage learners to reflect on personal values and ethical decision-making.

5. ORGANISATION

Consider:

- Is the session well structured?
- Are the objectives clear?
- Is there a logical flow from beginning to end?
- Is the timing well-managed (i.e., not significantly over or under the expected length)?
- Does the presentation finish with clear messages or takeaways?

Example constructive feedback:
Some sections felt slightly disconnected. Adding clearer transitions between topics and reinforcing the learning objectives throughout the session may improve the flow.

6. DELIVERY

Consider:

- Is the presenter confident and professional?
- Is the pace appropriate?
- Is the communication style suitable for the audience?

Example constructive feedback:
Slowing the pace slightly and varying vocal tone could help emphasise important messages and improve audience understanding.

7. CLARITY

Consider:

- Are the key messages clear?
- Are examples used effectively?
- Are the main learning points easy to identify?

Example constructive feedback:
Highlighting two or three key takeaways at the end may make the main messages easier for learners to remember.

Peer Learning Group Meetings

Peer Learning Group meetings will be held one week after each of the first two assignments are due. During these 1.5-hour meetings, you will be allocated into small online discussion groups to discuss your assignments and a case study with your fellow students.

It is important that you prepare for these meetings beforehand in the following ways:

1. Review the peer feedback you receive from the other members of your Peer Learning Group about your own video presentation and be prepared to discuss this.
2. Watch the video case studies and be prepared to discuss them.

The topics you must prepare to discuss during the Peer Learning Group meetings are provided on the next pages.

PEER LEARNING GROUP MEETING 1

WEEK 6 AGENDA

PART 1

In your Peer Learning Group, discuss your video assignment on: The Values of Clean Sport and Why They Are Important for Athletes. Prepare a maximum 1-minute spoken response for each of the following questions and present your answers to the other members of your group.

1. What were the most challenging aspects of this topic to present?
2. Are there any recommendations you would give to others when presenting this topic?
3. If your audience were youth athletes (under 18 years old), what changes would you make to how you deliver this topic to them?

PART 2

Listen again to the stories presented by the two of the three athletes in Module 3. The videos can be found in the lesson titled: Consequences of Doping. In summary:

- Genevieve Jeanson received an ADRV for testing positive for Erythropoietin (EPO)
- Cassie Fien received an ADRV for testing positive after taking a supplement

Consider the following questions in relation to Genevieve Jeanson's case:

1. How could you educate athletes about the dangers and consequences of doping, particularly with substances like EPO, to prevent use?
2. What strategies could be implemented to help athletes recognise and respond to pressure from coaches regarding performance-enhancing drugs?
3. How could you educate/support coaches to create a positive and ethical sport environment?
4. How can parents and families be engaged with, so they understand doping risks to enable them to support their (young) athletes?

Consider the following questions in relation to Cassie Fien's case:

1. How could you educate athletes about the risks of supplements?
2. What strategies could be implemented to support an athlete to critically assess the need for supplements and explore alternatives for nutrition and recovery?
3. How could you educate coaches and parents about risks of supplement use?
4. How do you explain the implications of an Anti-Doping Rule Violation (ADRV) to athletes, including the impact on their careers and aspirations?

PEER LEARNING GROUP MEETING 2

WEEK 10 AGENDA

PART 1

In your Peer Learning Group, discuss your video assignment on: The Consequences of Doping. Prepare a maximum 1-minute spoken response for each of the following questions and present your answers to the other members of your group.

1. What were the most challenging aspects of this topic to present?
2. Are there any recommendations you would give to others when presenting this topic?
3. If your audience were Athlete Support Personnel, what changes would you make to how you deliver this topic to them?

PART 2

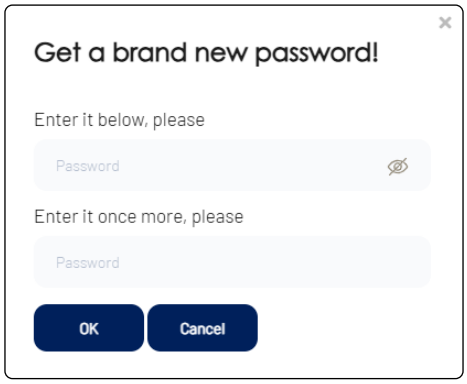
Listen again to the personal story presented by Abby Raymond in Module 6. The video is in the lesson titled: Educating about Supplements. In summary, Abby received an ADRV after using a contaminated supplement.

In small groups, you will be tasked with collaborating to develop an educational activity that raises awareness about the risks associated with supplement use for athletes aged 14–16.

Technical instructions

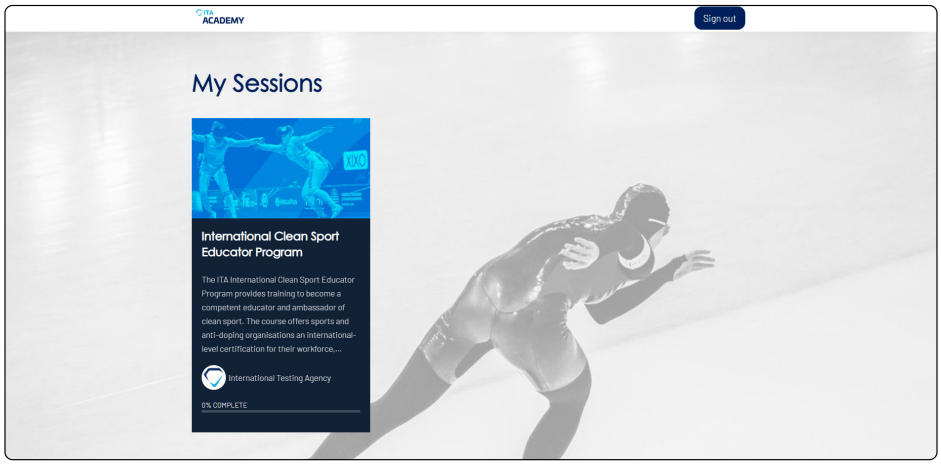
Setting up an account

1. **Invitation:** You will receive an invitation by email to join the ITA Academy's online learning platform. Click on the link in the email to start setting up your account.
2. **Registration:** Create a password and click on the *OK* button. You will be sent a link to the course by email.



Accessing the course

1. **Dashboard:** Access the course through the dashboard by clicking the course tile. You can always return to the dashboard by clicking on the ITA Academy symbol in the top left-hand corner.



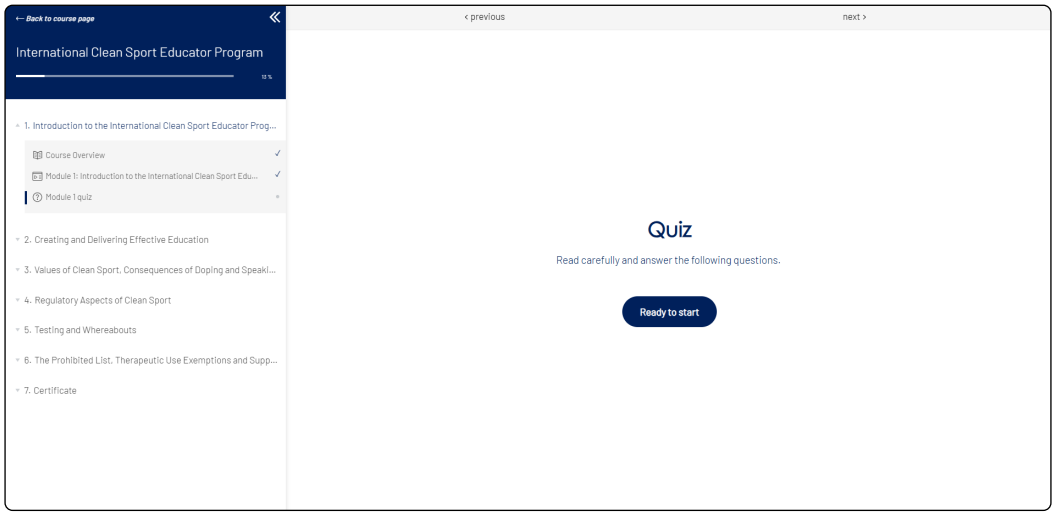
2. **Start the course:** Click on the *Online learning* button on the left.



3. **Exit course:** Exit the course by clicking on the *Back to course* page button in the top left-hand corner. This will save your progress of the course, so you can continue where you left off on return.

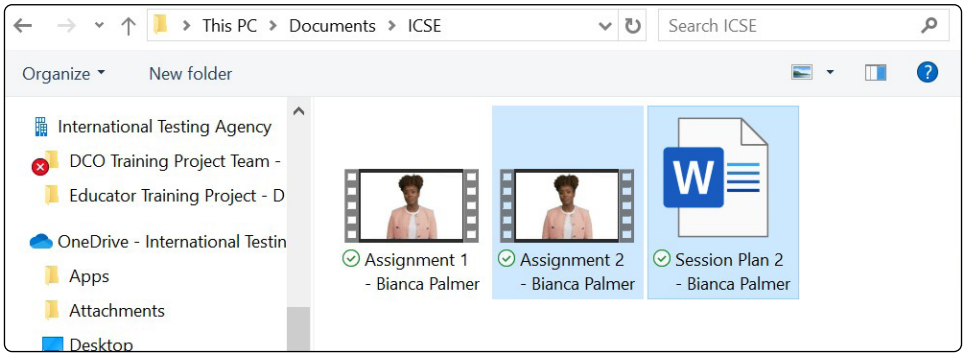
KNOWLEDGE TEST

1. **Knowledge test:** Take the knowledge test after each module by clicking on the *Ready to start* button in the middle.

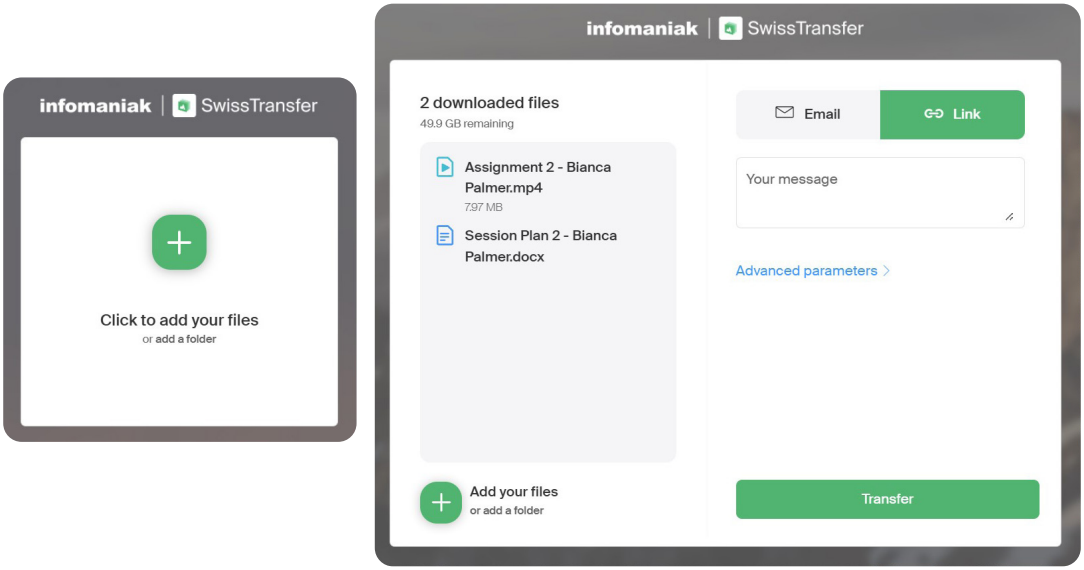


Uploading a Video Assignment

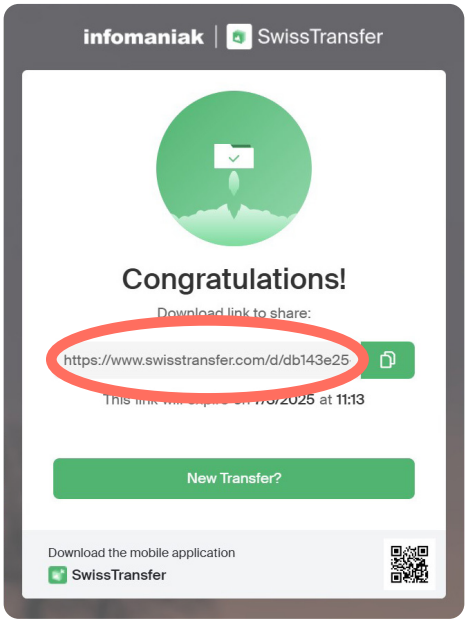
1. **Assignment details:** Review the assignment instructions on pages 12-16.
2. **Recording your video:** Record your video assignment using your phone, laptop or camera.
3. **Naming your files:** Name your files according to the following templates:
    a. **Video Assignment:** Assignment 2 – Your Name
    b. **Session Plan:** Session Plan 2 – Your Name
    c. **Slides and visuals (if you have them):** Slides 1 – Your Name



4. **Uploading your assignment:** Go to SwissTransfer and upload your files.



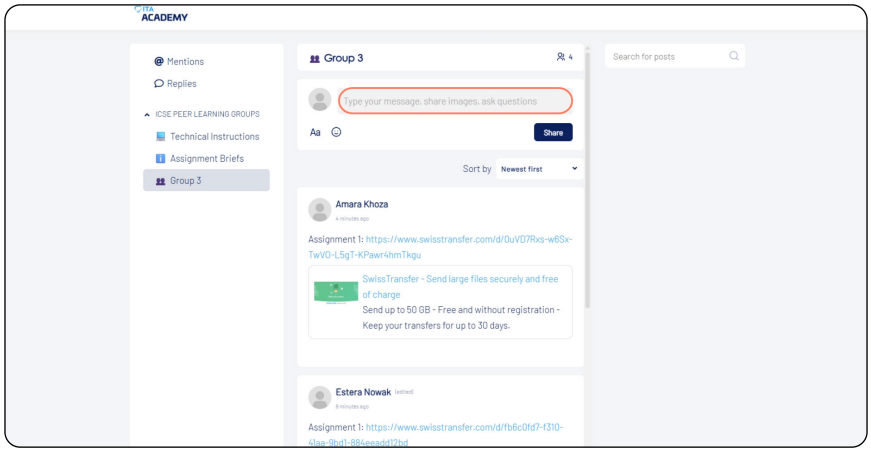
After uploading your files, make sure to save the link to share them with your peers.

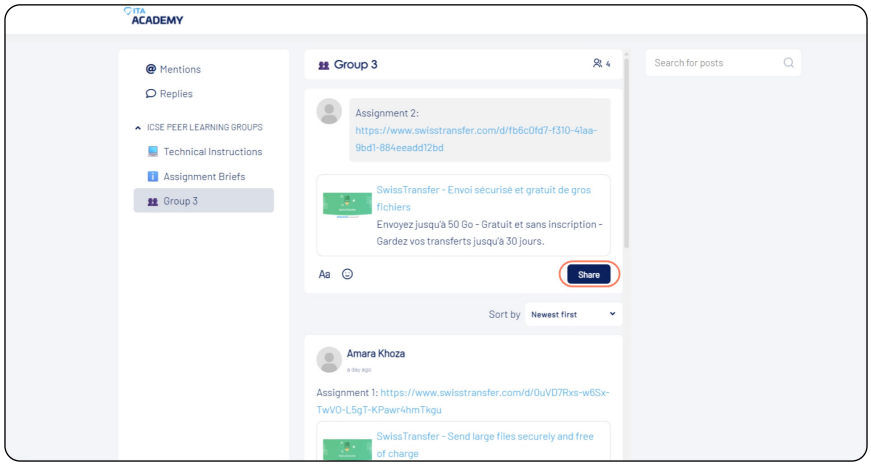


5. **Sharing your assignment with your peers:** Go to the assignment submission page on the ITA Academy's online learning platform and access your Peer Learning Group.



Post the link to your assignment in a new post in your Peer Learning Group.





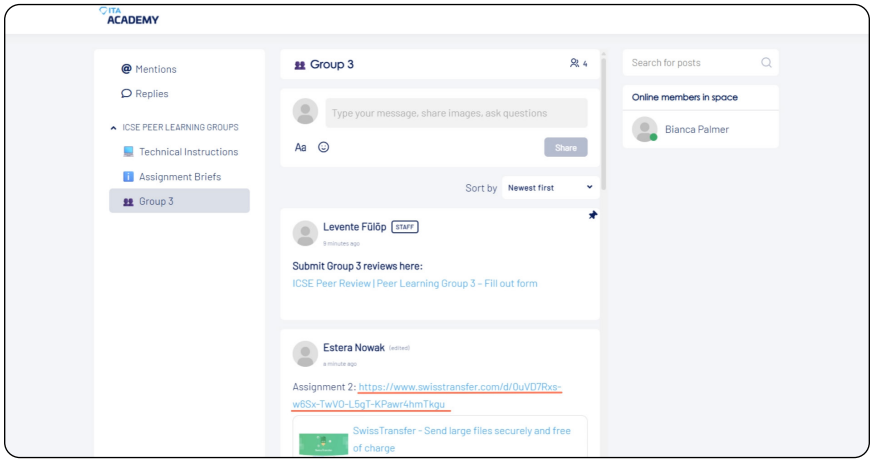
Click here for an in-depth video tutorial on uploading assignments.

Peer feedback on Video Assignments

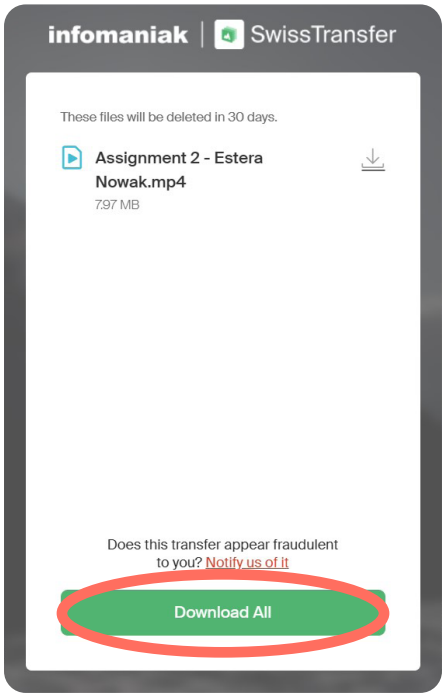
1. **Assignment submission page:** Access the assignment submission page and locate your assigned Peer Learning Group to view videos from your Group.



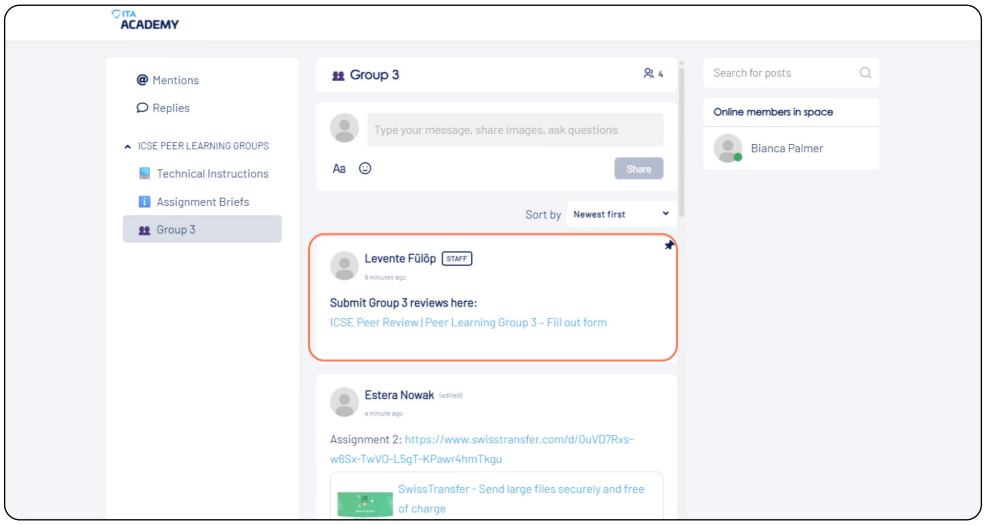
2. **Watch the videos:** Click on the link to your peer's assignment to open it in a new tab.



Download all files from SwissTransfer and watch all videos and review all documents from your Peer Learning Group members.



3. **Submit your feedback:** Locate the post containing the peer review form in your Peer Learning Group and click on the link to open it. After you complete the form, your feedback will be sent to the person whose video you reviewed.



Click here for an in-depth video tutorial on reviewing assignments.

Essential and recommended reading

Module 1.

INTRODUCTION TO THE INTERNATIONAL CLEAN SPORT EDUCATOR PROGRAM

Essential reading	
Role of WADA	WADA website: What We Do
World Anti-Doping Code (pages 9-14)	WADA website: World Anti-Doping Code
International Standard for Education (ISE)	WADA website: International Standard for Education
Professional Standards	WADA website: Overview and links to all the Professional Standards
WADA ADEL course	ADEL: International Level Athletes Education Program
Recommended reading	
ITA services	ITA website: ITA services
WADA 2025-2029 Strategic Plan	WADA website: WADA Strategy

Module 2.

CREATING & DELIVERING EFFECTIVE EDUCATION

Essential reading	
WADA Education Guidelines	WADA website: 2021 Code Implementation Support Program Guidelines for the International Standard for Education
WADA Example Athlete Curriculum	ADEL: example of an Athlete Curriculum
International Paralympic Committee: International Standard for Eligible Impairments	IPC website: International Standard for Eligible Impairments
Likert Scale	Website: What is a Likert Scale?
Recommended reading	
NOC Clean Sport Education Guide for Major Events	ITA website: Guidebook to support NOCs with their Education Programs for Major Events

Module 3.

VALUES OF CLEAN SPORT, CONSEQUENCES OF DOPING AND SPEAKING UP

Essential reading	
WADA Education Guidelines	WADA website: 2021 Code Implementation Support Program Guidelines for the International Standard for Education
Rodchenkov Anti-Doping Act of 2019	Congress of the United States website: Rodchenkov Act
Maria Sharapova news article	What Was Sharapova's Loss Following Her Doping Scandal?
Richard Kilty news article	Guardian article: "Richard Kilty reveals Olympic medal heartbreak for son after GB scandal"
ITA's Reveal reporting platform	ITA website: Reveal
WADA's Speak Up whistleblowing platform	WADA website: Speak Up
Recommended reading	
Values and Clean Sport article	Journal of Social and Behavioural Sciences: Values and Clean Sport
Heidi's Farthest Throw video	YouTube: Heidi's Farthest Throw
Doping and Mental Health webinar	ITA webinar: Doping and Mental Health
First Olympic Anti-Doping charges under the Rodchenkov Act article	Article: Release from US Justice Department
Ulrich Haas: Flawed Rodchenkov Act risks a return to anti-doping chaos - blog post	Blog post: Ulrich Haas

Module 4.

REGULATORY ASPECTS OF CLEAN SPORT

Essential reading	
World Anti-Doping Code (Article 2, from page 19)	WADA website: World Anti-Doping Code
Christian Coleman article	Guardian: Why was Christian Coleman banned?
Christian Coleman v. World Athletics	CAS: Christian Coleman v. World Athletics
Betty Wilson Lempus article	World Athletics Integrity Unit: AIU bans "tampering" Lempus for five years
Council of Europe paper on whistleblowing	Council of Europe: Recommendation on the protection of whistleblowers
Athletes' Anti-Doping Rights Act	WADA website: Athletes' Anti-Doping Rights Act
Recommended reading	
Court of Arbitration for Sport	CAS website: Frequently Asked Questions
WADA ADEL Guide	ADEL: Athlete Support Personnel Guide to the Code 2021
WADA ADEL course	ADEL: Coaches of High Performance

Module 5.

TESTING AND WHEREABOUTS

Essential reading	
WADA Guidelines for Sample Collection	WADA website: Guidelines for Sample Collection.
WADA Doping Control Form template	WADA website: DCF Template
International Paralympic Committee: Doping Control Guide for Testing Para Athletes in Sport	IPC website: IPC Doping Control Guide
WADA overview video explaining DBS	WADA video: Dried Blood Spot
ADAMS Help Centre	WADA website: ADAMS Help Centre
Recommended reading	
Doping Risk Assessment webinar	ITA webinar: Doping Risk Assessment
Urine and blood sample processing webinar	ITA webinar: What Happens to my Sample?
Paralympic Games and Accessible Testing webinar	ITA webinar: Doping Control at the Paralympic Games and Accessible Testing
WADA Technical Document: Dried Blood Spots for Doping Control	WADA website: DBS Technical Document
Introduction to dried blood spot testing video	WADA webinar: Introduction to Dried Blood Spot Testing for Athletes
Athlete Biological Passport webinar	ITA webinar: ABP – A Practical Guide
ADAMS use tutorials	ITA website: ADAMS video tutorials

Module 6.

THE PROHIBITED LIST, THERAPEUTIC USE EXEMPTIONS AND SUPPLEMENTS

Essential reading	
WADA Prohibited List of Substances and Methods	WADA website: The Prohibited List
WADA 2026 changes for the Prohibited List	WADA website: Summary of Major Modifications and Explanatory Notes for the 2026 Prohibited List
WADA 2026 Monitoring Program	WADA website: The 2026 Monitoring Program
Global Drug Reference Online	Website: GlobalDRO home
International drug reference resources for athletes	Website: GlobalDRO resources
Silken Laumann athlete case article	The Canadian Encyclopedia: The Rower Silken Laumann Case
Alain Baxter athlete case article	BBC: Alpine Skiing Winter Olympics
WADA's overview of TUEs	WADA website: TUEs at-a-glance
WADA International Standard for Therapeutic Use Exemptions (ISTUE)	WADA website: ISTUE

ITA TUE page	ITA website: TUEs
Sample TUE application form	ITA website: TUE application form
WADA Checklist for TUE applications	WADA website: TUE Checklist
WADA TUE Physician Guidelines	WADA website: TUE Physician Guidelines
IOC Consensus Statement on Dietary Supplements and the High-Performance Athlete	British Journal of Sports Medicine: IOC Consensus Statement
ITA Supplements page	ITA website: Supplements
Recommended reading	
Therapeutic Use Exemptions webinar	ITA webinar: Therapeutic Use Exemptions: An Athlete Guide
WADA Anti-Doping Testing Figures reports	WADA website: testing figures reports
WADA ADEL course	ADEL: International Level Athletes Education Program
Athletes and Supplements: Prevalence and Perspectives article	International Journal of Sport Nutrition and Exercise Metabolism: article
Informed Sport	Website: Informed Sport
NSF Certified for Sport	Website: NSF Certified for Sport
Cologne List	Website: Cologne List
HASTA	Website: HASTA
Informed Sport supplement certification process	Website: Informed Sport supplement certification process
Supplements and Informed decisions webinar	ITA webinar: Supplements and Informed Decision Making Part 1
Supplements and Informed decisions webinar	ITA webinar: Supplements and Informed Decision Making Part 2
WADA ADEL course	ADEL: Medical Professionals' Education Program

Other general references

- WADA
- World Anti-Doping Code
- The Prohibited List of Substances and Methods
- International Standards
- List of Code Signatories
- List of National Anti-Doping Organisations (NADOs)
- List of International Federations (IFs)
- International Testing Agency (ITA)
- ITA Athlete Hub
- International Olympic Committee (IOC)
- Athlete365
- International Paralympic Committee (IPC)
- List of National Olympic Committees (NOCs)
- WADA-Accredited Laboratories
- Court of Arbitration for Sport (CAS)

Sample teaching resources

Sample slide sets

Below is a list of example PowerPoint slide presentations that the ITA has developed and used for its own educational activities.

You are free to download these resources and adapt them for your own presentations both during the course and afterwards. Note that information changes frequently in anti-doping – please always check that the information you present has been checked for accuracy and is the most up-to-date information.

Presentation title	Download link
Introduction to Anti-Doping: Anti-Doping Landscape, Rights and Responsibilities & ADRVs	Download
Doping Control Process: Key Steps of the Process Testing Procedures (Urine and Blood) and ABPs	Download
The Prohibited List, Medications, Supplements & TUEs	Download
Principles and Values of Clean Sport, Including Reporting and Consequences of Doping	Download
Out-Of-Competition Testing Pools, Whereabouts, ADAMS & Athlete Central	Download

Session plan template

Below is a sample session plan template, which you may adapt for your own education sessions. This template can also be downloaded in Word format here.

SESSION PLAN

SESSION OVERVIEW

TITLE

...

DATE	LOCATION	FORMAT (IN-PERSON/ONLINE)	DURATION (INCLUDING ACTIVITY)
...	...	.....	....

EDUCATOR NAME

...

AUDIENCE/TARGET GROUP

...

EDUCATION PROGRAM OBJECTIVE

...

LEARNING OBJECTIVES FOR THIS SESSION

1. ...
2. ...
3. ...

EQUIPMENT OR RESOURCES NEEDED

- ...
- ...

LOGISTICS

...

CONTINGENCY PLAN

...

ANY OTHER SPECIAL CONSIDERATIONS

...

METHODS OF EVALUATION

- ...
- ...

SESSION PLAN

SESSION LEARNING ACTIVITY:

Detail your delivery method e.g.: Game, Q&A Session, Demonstration, Pairs/Groups etc.

ACTIVITY

Duration: ...

Delivery Method:

....

Topics and teaching points:

- ....
- ...

Glossary & Abbreviations

Glossary

A sample **B sample**	The A sample is the sample that is tested first. B samples are stored securely to provide further evidence if required as part of an ADRV investigation. The sample is split into A and B at the time of initial processing in front of the athlete.
ADAMS	The Anti-Doping Administration and Management System is a web-based database management tool for data entry, storage, sharing, and reporting, designed to assist stakeholders and WADA in their anti-doping operations.
Adverse Analytical Finding (AAF)	A report from a laboratory that identifies the presence of a prohibited substance in a sample, or evidence of the use of a prohibited method.
Athlete Support Personnel (ASP)	Anyone who works closely with athletes to support them. Such as team medical staff, coaches, team managers.
Blood Collection Officer (BCO)	A person trained and qualified to collect a blood sample from an athlete. They are often a phlebotomist or a nurse.
Chaperone	A person trained and authorised to carry out specific duties such as notification, accompanying athletes to the doping control station.
Clean Sport Education	The process of learning in order to instil values and develop behaviours that foster and protect the spirit of sport and to prevent intentional and unintentional doping.
Clean Sport Educator	A person who has been trained to deliver clean sport education and is authorised by a Signatory for this purpose.
Code Signatory	Organisations that are bound by the World Anti-Doping Code, through an agreement process with WADA.
Doping Control Form (DCF)	The official form athletes and doping control officers complete during the doping control process.
Doping Control Officer (DCO)	An official trained and authorised to collect a urine or blood sample from an athlete.

Doping Control Station (DCS)	A location, usually at a sports event venue, where the sample collection is carried out and which is equipped with the necessary equipment to do so.
Education Plan	A document that includes: a situation assessment; identification of an education pool; objectives; education activities and monitoring procedures.
Education Pool	A list of target groups identified through a system assessment process.
Education Program	A collection of education activities undertaken by a Signatory to achieve the intended learning objectives.
Event-based education	Any type of education activity which takes place at or in association with an event.
In-Competition (IC)	In-Competition refers to the period commencing at 11:59 pm on the day before a competition in which the athlete is scheduled to compete through the end of such competition and the sample collection process related to such competition. There are some WADA-approved sport exceptions to this definition, so an educator should always check the International Federation Anti-Doping Rules.
Institute of National Anti-Doping Organisations (iNADO)	The international member body of National Anti-Doping Organisations (NADOs). It promotes anti-doping best practice in NADOs, encourages them to interconnect, and is their international voice.
Learner	A participant or student, the person being taught or educated.
Minor	A person who has not reached the age of eighteen years.
Out-of-Competition (OOC)	Out-of-Competition refers to any period which is not In-Competition (see definition above).
Registered Testing Pool (RTP)	The pool of highest-priority Athletes established separately at the international level by International Federations and at the national level by National Anti-Doping Organisations, who are subject to focused In-Competition and Out-of-Competition testing.
Sample Collection Authority (SCA)	A private service provider or National Anti-Doping Agency that has the authority to collect urine or blood samples from athletes fror the purpose of testing.
Therapeutic Use Exemption (TUE)	A Therapeutic Use Exemption allows an athlete with a medical condition to use a prohibited substance or prohibited method.
WADA-accredited laboratory	A laboratory that agrees to meeting the standards of the World Anti-Doping Code and is inspected to ensure they meet those standards.
Whereabouts	Information used by Anti-Doping Organisations to locate athletes for no-advance-notice Out-Of-Competition testing.
World Anti-Doping Code (The Code)	The core document that harmonises anti-doping policies, rules and regulations within sport organisations and among public authorities around the world.
Values-based education	Delivering activities that emphasise the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.

Abbreviations

AAF	Adverse Analytical Finding
ABP	Athlete Biological Passport
ADAMS	WADA's Anti-Doping Administration and Management System
ADEL	WADA's Anti-Doping Education and Learning platform
ADO	Anti-Doping Organisation
ADRV	Anti-Doping Rule Violation
ASP	Athlete Support Personnel
BCO	Blood Collection Officer
CAS	Court of Arbitration for Sport
DCF	Doping Control Form
DCO	Doping Control Officer
DCS	Doping Control Station
DCSM	Doping Control Station Manager
IC	In-Competition
IF	International Federation
iNADO	Institute of National Anti-Doping Organisations
IOC	International Olympic Committee
IPC	International Paralympic Committee
IS	International Standard
ISE	International Standard for Education
ITA	International Testing Agency
MEO	Major Event Organiser
NADO	National Anti-Doping Organisation
NF	National Federation
NOC	National Olympic Committee

NPC	National Paralympic Committee
OOC	Out-Of-Competition
RADO	Regional Anti-Doping Organisation
RTP	Registered Testing Pool
SCA	Sample Collection Authority
SCP	Sample Collection Personnel
TA	Testing Authority
TDP	Test Distribution Plan
TP	Testing Pool
TUE	Therapeutic Use Exemption
WADA	World Anti-Doping Agency

Contact & support

For any questions or technical support during the course,
please contact the ITA International Clean Sport Educator Program Team at:
ICSE@ITA.sport

ITA ACADEMY

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KEEPING SPORT REAL

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