



SETTING THE STANDARDS
FOR THE EUROPEAN
HEALTH AND FITNESS SECTOR

EHFA EQF Anti-Doping Standards Transversal Educational Standards for Exercise Professionals Level 3 Upwards



Education and Culture DG

Lifelong Learning Programme

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Executive Summary

This document complements the current EHFA Standards by focusing on the importance of Anti-Doping attitudes and behaviours within the European health and fitness industry. The existing Learning Outcomes (Skills, Competences, Knowledge) have been completed with regard to Anti-Doping strategies, based on job purposes, for exercise professionals working as Fitness Assistant, Fitness Instructors, Group Fitness Instructors, Youth Fitness Trainers, Active Ageing Trainers, Personal Trainers or Exercise for Health Specialists in the European health and fitness industry. These are based on the European Qualification Framework (EQF). This document must be read in addition to the main EHFA standards published on <http://www.ehfa-standards.eu/?q=node/22>

These new Anti-Doping Standards and the Education associated are purpose and outcome driven, and are aligned with the industry main goal to get: **'More People, More Active, More Often'**. The developed standards are based on the recommendations of the final report of the EU-funded project 'Fitness against Doping' (FAD).

The booklet containing the new EHFA Anti-Doping Standards is organized in the following nine chapters, offering the reader a comprehensive approach to the requested knowledge, skills and competences in terms of handling Anti-Doping issues within the European health and fitness industry:

- Chapter 1: Introductory statement about the importance of developing EHFA Anti-Doping Standards.
- Chapter 2: The essential transversal Anti-Doping Skills and Knowledge written as Learning Outcomes for Exercise Professionals (levels 3-5) based on occupational purposes.
- Chapter 3: The EHFA Competence Framework and the essential Anti-Doping Competences, associated to Skills and Knowledge written as Learning Outcomes based on occupational purposes.

And finally, it is to be noted that experts across Europe representing the different stakeholders of our sector volunteered to assist with the review and expansion of the EHFA Standards.

Professor Dr Thomas Rieger
Chairman
EHFA Standards Council



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SETTING THE STANDARDS FOR THE EUROPEAN HEALTH AND FITNESS SECTOR

Introductory statement about the importance of developing EHFA Anti-Doping Standards



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What are the reasons for developing EHFA Anti-Doping Standards in addition to the already existing standards?

The main purpose of someone training in a fitness centre is to improve personal fitness, health or wellbeing. There are no gold medals to be won. The logic behind the activity is not to win or to lose like in professional sports, where a lot of financial rewards could lead to unfair practices like taking doping substances. In fitness it is more a holistic and health-oriented approach forming the attitudes of participants. Despite this fundamental difference to professional sports our sector needs a clear commitment to anti-doping thinking.

The Standards Council of EHFA has taken the responsibility for the sector to develop pan-European standards to train and qualify exercise professionals to provide a technically competent workforce. These professionals need the knowledge, skills and competences to deliver diverse supervised exercise covering different target groups. Moreover, trainers should be role models in various areas. Alongside all the relevant elements like training, nutrition or communication they should represent an anti-doping and socially responsible attitude. Against the background of the research study **Fitness against Doping (FAD)** and the recommendations from the **World Anti-Doping Agency (WADA)** the Standards Council has set up a Technical Expert Group to transfer the study outcomes by complementing the current existing standards for the levels 3 to 5 by transversal educational standards for anti-doping. The EHFA Standards Council as the developer of these standards understands Anti-Doping knowledge, skills and competences as fundamental and across levels. Thus, Anti-Doping standards address exercise professionals on all levels, because of their elementary status. The European fitness sectors stands for a healthy way of living which includes physical, mental as well as nutritional components. When it comes to a balanced nutrition, supplements can deliver a supporting contribution to achieve fitness and health goals. Exercise professionals must be informed about the difference between useful nutritional supplements and prohibited performance enhancing doping substances. It is essential to know the threshold moving from a healthy approach over to hazardous attitude in which doping substances play a bad role. Due to the outcomes of the FAD it is of vital importance that exercise professionals no matter to which educational level in the EQF they belong should have improved understanding to:

- Identify the signs of doping practice.
- Educate individuals on the negative impact of doping.
- Educate individuals on proper nutritional plans.

The European Register of Exercise Professionals (EREPS) Code of Ethical Practice already states an objective for exercise professionals: "That they never advocate or condone the use of prohibited drugs or other banned performance enhancing substances". In combination with EHFA mission to get More People, More Active, More Often these complementing standards will become a milestone in shaping the fitness sector to a doping free, healthy, socially responsible and sustainable stakeholder in Europe.

Brussels, August 27 2013

EHFA Standards Council



SETTING THE STANDARDS
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EHFA EQF Transversal Anti-Doping Skills and Underpinning Knowledge as part of the EHFA Learning Outcomes Framework



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EHFA Anti-Doping

This chapter supports the EHFA Competence Framework and contains the essential Anti-Doping Skills and Knowledge written as Learning Outcomes. These Standards and the Education associated are purpose and outcome driven, aligned with the industry main goal to get 'more people, more active, more often'.

The standards in this document only relate to Learning Outcomes with regard to Anti-Doping strategies and attitudes. It is a complement to the existing standards and is based on a transversal approach. The main standards are published on the EHFA website www.ehfa.eu.

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Introductory Information

What do transversal Anti-Doping standards mean in the Fitness Sector QF?

| EQF Level | Occupation | EHFA Anti-Doping Standards |
|------------------------|-----------------------|---|
| Level 3 upwards | Exercise Professional | <ul style="list-style-type: none"> • Core knowledge about what doping is • Core knowledge about doping substances and related health risks • Core knowledge about the necessity to fight doping (ethical issue) • Core knowledge about what an anti-doping lifestyle and attitude means • Core knowledge about how to communicate anti-doping attitude |

EHFA Transversal Educational Standards for Anti-Doping

Skills and Underpinning Knowledge for Anti-Doping, part of the EHFA Learning Outcomes Framework

Occupational Roles in relation to Anti-Doping

An exercise professional should be able to:

1. Provide information about what doping is
2. Inform about prohibited substances and methods
3. Provide information about general characteristics of main prohibited substances and methods,
4. Provide information about the health risks of main prohibited substances
5. Inform about the risk of addiction with regard to the usage of doping substances
6. Explain the reasons for strictly denying doping substances and discriminatory behaviour
7. Explain the contradiction between ethics and the usage of doping substances
8. Raise awareness for the misunderstandings about doping
9. Promote an anti-doping and socially responsible lifestyle and attitude
10. Underpin the ability to achieve fitness and health goals without taking prohibited substances
11. Observe clients at all times and intervene if necessary in terms of recognizing inappropriate handling of doping/performance enhancing substances

12. Positively interact and motivate clients/members to strictly stick to a anti-doping lifestyle
13. Convince clients to spread the spirit of anti-doping.

EHFA Transversal Educational Standards for Anti-Doping Knowledge Areas



Core Anti-Doping Knowledge

Section Overview

- Core knowledge about what doping is
- Core knowledge about doping substances and health risks
- Core knowledge about the necessity to fight doping (ethical issue)
- Core knowledge about what a anti-doping lifestyle and attitude means
- Core knowledge about how to communicate anti-doping attitude

Section Headings

1 What is Doping?

- 1.1 Contradiction to the spirit of sport
- 1.2 Contradiction to the mission of EHFA
- 1.3 Prohibited substances and methods
- 1.4 Prohibited list

2 Doping substances and health risks

- 2.1 Steroids
- 2.2 Cannabinoids
- 2.3 Stimulants
- 2.4 EPO
- 2.5 Human Growth Hormone

3 Ethical issues: Why fight doping?

- 3.1 Rules for EHFA Exercise Professionals (EREPS Code of ethical practice)
- 3.2 Personal Integrity
- 3.3 Rights worth to be protected
- 3.4 Myths of doping
- 3.5 Universal values



4 Anti-doping lifestyle and attitude

- 4.1 Principles of an anti-doping living
- 4.2 Health and fitness vs. physical appearance
- 4.3 Differences between nutritional supplementation and doping

5 Communication

- 5.1 Personal communication skills
- 5.2 Building rapport
- 5.3 Motivational interviewing
- 5.4 Motivational strategies

Content Summary and Learning Outcomes

1 What is doping?

1.1 Contradiction to the spirit of sport

Learners should demonstrate knowledge and understanding of:

- The elements of the spirit of sport (WADA Code)
- The purpose and necessity of ethics, fair play and honesty
- The importance of health
- Having character
- The importance of fun and joy
- Promoting teamwork
- Demonstrating dedication and commitment
- Applying respect for rules and laws
- Showing respect for self and other clients
- Having courage
- Furthering community and solidarity

1.2 Contradiction to the mission of EHFA

Learners should demonstrate knowledge and understanding of:

- Engaging more people for fitness
- Activating people in fitness
- Motivating people to adhere to fitness

1.3 Prohibited substances and methods

Learners should demonstrate knowledge and understanding of:

- The three criteria for the prohibition of substances and methods
- The requirement for the prohibition of substances and methods with regard to the three criteria
- The different types of prohibited substances and methods



1.4 Prohibited list

Learners should demonstrate knowledge and understanding of:

- The basic structure of the prohibited list
- The content of the prohibited list (substances, methods)

2 Doping substances and health risks

Learners should demonstrate knowledge and understanding of:

- The prohibition
- The physical and mental effects and the risks of the following substances:

2.1 Steroids

2.2 Cannabinoids

2.3 Stimulants

2.4 EPO

2.5 Human Growth Hormone

3 Ethical issues: Why fight doping?

3.1 Rules for EHFA Exercise Professionals (EREPS Code of ethical practice)

Learners should demonstrate knowledge and understanding of:

- The rights of the clients
- The relationships with the clients
- The personal responsibilities
- The professional standards

3.2 Personal Integrity

Learners should demonstrate knowledge and understanding of:

- The problem of disrespect towards sector stakeholders
- The importance of honesty towards sector stakeholders
- The expectations towards a clean and drug free environment within a gym

3.3 Rights worth to be protected

Learners should demonstrate knowledge and understanding of:

- The clients right to train in a clean environment
- The necessity to protect clients from being compelled to use doping substances
- The protection of the spirit of sport in order to ensure that fitness remains a worthy and healthy activity

3.4 Myths of doping

Learners should demonstrate knowledge and understanding of:

- The fallacy that doping is fair as long as it is legal
- The harms of taking banned substances even under supervision



3.5 Universal values

Learners should demonstrate knowledge and understanding of:

- The organizations, authorities and institutions that have accepted the Anti-Doping Code of WADA

4 Anti-Doping lifestyle and attitude

4.1 Principles of an anti-doping living

Learners should demonstrate knowledge and understanding of:

- The benefits of leading an anti-doping and drug free lifestyle
- Risk factor 'Doping'
- The risks of alcohol and smoking

4.2 Health and fitness vs. physical appearance

Learners should demonstrate knowledge and understanding of:

- The underlying principle that exercise professionals in the European health and fitness sector should improve the health of citizens
- The problem of some aims of exercising in relation to an anti-doping attitude like physical appearance

4.3 Differences between nutritional supplementation and doping

Learners should demonstrate knowledge and understanding of:

- The differences between nutritional supplementation and doping substances
- The main product groups that are used for nutritional supplementation like protein, amino acids, micronutrients
- The basic impacts of these supplements
- The recommended dosages for these supplements

5 Communication

5.1 Personal communication skills

Learners should demonstrate knowledge and understanding of:

- The proper observation techniques to identify incorrect behaviour in terms of drug abuse
- The personal communication skills needed to develop rapport in order to motivate clients to stay away from doping substances
- The verbal, nonverbal and listening skills to promote anti-doping attitude

5.2 Building rapport

Learners should demonstrate knowledge and understanding of:

- The necessity of connecting people by using certain communication patterns such as body language and sensory communication
- Transparency within the communication proceedings with regard to anti-doping attitude
- How to praise and encourage positive behaviour



- Discretion in dealing with confidential client disclosure

5.3 Motivational interviewing

Learners should demonstrate knowledge and understanding of:

- Developing 'importance', 'confidence' and 'readiness' with regard to anti-doping issues
- Dealing with resistance to sustain a healthy and drug-free lifestyle
- Removing barriers, problem solving and enhancing benefits of pursuing an anti-doping way of life

5.4 Motivational strategies

Learners should demonstrate knowledge and understanding of:

- How to learn the individual reasons and motives behind people's willingness to use prohibited substances
- The most important and effective behavioural strategies to enhance anti-doping behaviour (e.g. reinforcement, goal setting, social support, problem solving, reinforcement strategies, self-monitoring, etc.)
- Dissemination of the anti-doping message



EHFA ANTI-DOPING STANDARDS & COMPETENCIES FRAMEWORK

This document describes the EHFA Competence Framework and contains the essential Competences, associated to Skills and Knowledge written as Learning Outcomes with regard to Anti-Doping, required to work in the European health and fitness industry. These Competence Framework, the Standards and the Education associated are purpose and outcome driven, aligned with the industry main goal to get 'more people, more active, more often'.

The Units in the document are broken down in to competencies, skills and range. This document should be read in conjunction with the **EHFA European Level Knowledge Requirements**.

Section 1: What is doping?

Section 2: Doping substances and health risks

Section 3: Ethical issues: Why fight doping?

Section 4: Anti-Doping lifestyle and attitude

Section 5: Communication

Section 1: What is doping?

| WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies | SKILLS Learners should be able to demonstrate the following skills | RANGE Learners should be able to cover the following range | UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of: |
|--|--|---|--|
| Provide information about what doping is | a. Inform clients on the contradiction between doping and the spirit of sport | <ul style="list-style-type: none"> • WADA Spirit of Sport • Ethics, fair play and honesty • Health • Character • Fun and joy • Teamwork • Dedication and commitment • Respect for rules and laws • Respect for self and other clients • Courage • Community and solidarity | 1.1 Contradiction to the spirit of sport |
| | b. Inform clients on the contradiction between doping and the mission of EHFA | <ul style="list-style-type: none"> • EHFA Mission • Engagement • Activation • Motivation | 1.2 Contradiction to the mission of EHFA |
| Inform about prohibited substances and methods | a. Ability to provide information about the assessment criteria for substances and methods | <ul style="list-style-type: none"> • Impact on sport performance • Impact on health • Relation to the spirit of sport | 1.3 Prohibited substances and methods |
| | b. Explain the requirements for prohibiting substances and methods | <ul style="list-style-type: none"> • "The two-out-of-three approach" | 1.3 Prohibited substances and methods |
| | c. Enlighten about the prohibited list | <ul style="list-style-type: none"> • WADA Prohibited List • Steroids • Cannabinoids • Stimulants • EPO • Human Growth Hormone | 1.4 Prohibited list |

Section 2: Doping substances and health risks

| WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies | SKILLS Learners should be able to demonstrate the following skills | RANGE Learners should be able to cover the following range | UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of: |
|--|--|---|--|
| Provide information about general characteristics of main prohibited substances and methods | Clarify aspects and impacts of the main prohibited substances | <ul style="list-style-type: none"> • Steroids • Cannabinoids • Stimulants • EPO • Human Growth Hormone • Prohibited by WADA | 2 Doping substances and health risks |
| Provide information about the health risks of main prohibited substances | Underpin the health consequences of the main prohibited substances | <ul style="list-style-type: none"> • Steroids • Cannabinoids • Stimulants • EPO • Human Growth Hormone • Prohibited by WADA | 2 Doping substances and health risks |

Section 3: Ethical issues: Why fight doping?

| WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies | SKILLS Learners should be able to demonstrate the following skills | RANGE Learners should be able to cover the following range | UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of: |
|--|--|--|--|
| Explain the reasons for strictly denying doping substances and discriminatory behavior | a. Focus on the rights of the clients | <ul style="list-style-type: none"> Respect for individual difference and diversity Good practice in challenging discrimination and unfairness Moral | 3.1 Rules for EHFA Exercise Professionals (EREPS Code of ethical practice) |
| | b. Nurture the relationships with clients | <ul style="list-style-type: none"> Welfare of clients in terms of enlightening the harm of doping and unfair or discriminatory behavior | 3.1 Rules for EHFA Exercise Professionals (EREPS Code of ethical practice) |
| | c. Demonstrate responsibility | <ul style="list-style-type: none"> Legal responsibilities and accountability Duty of care | 3.1 Rules for EHFA Exercise Professionals (EREPS Code of ethical practice) |
| | d. Demonstrate the highest standards in terms of anti-doping enlightenment | <ul style="list-style-type: none"> Willingness to accept responsibility Engagement in updating anti-doping knowledge | 3.1 Rules for EHFA Exercise Professionals (EREPS Code of ethical practice) |
| Explain the contradiction between ethics and the usage of doping substances | a. Show respect towards all sector stakeholders | <ul style="list-style-type: none"> Dignity Integrity | 3.2 Personal Integrity |
| | b. Convey the importance of honesty towards sector stakeholders | <ul style="list-style-type: none"> Honesty Clarity | 3.2 Personal Integrity |
| | c. Develop the expectations towards a clean and drug free environment within a gym | <ul style="list-style-type: none"> Prevention Contextual | 3.2 Personal Integrity |
| | d. Defend the clients right to train in a clean environment | <ul style="list-style-type: none"> Responsibility | 3.3 Rights worth to be protected |

| WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies | SKILLS Learners should be able to demonstrate the following skills | RANGE Learners should be able to cover the following range | UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of: |
|--|--|---|--|
| | e. Promote the necessity to protect clients from being compelled to use doping substances | <ul style="list-style-type: none"> Assistance Support | 3.3 Rights worth to be protected |
| | f. Protect the spirit of sport in order to ensure that fitness remains a worthy and healthy human activity | <ul style="list-style-type: none"> Healthy activity Human being Positivity | 3.3 Rights worth to be protected |
| Raise awareness for the misunderstandings about doping | a. Convince stakeholders that doping is not fair as long as it is legal | <ul style="list-style-type: none"> Persuasion | 3.4 Myths of doping |
| | b. Convince stakeholders that even under supervision doping is harmful | <ul style="list-style-type: none"> Persuasion | 3.4 Myths of doping |

Section 4: Anti-doping lifestyle and attitude

| WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies | SKILLS Learners should be able to demonstrate the following skills | RANGE Learners should be able to cover the following range | UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of: |
|--|---|---|--|
| Promote an anti-doping and socially responsible lifestyle and attitude | a. Inform clients on the elements of an anti-doping and healthy lifestyle | <ul style="list-style-type: none"> • Drugs • Banned Substances • Alcohol • Smoking • Nutrition | 4.1 Principles of an anti-doping living 1.3 Prohibited substances and methods |
| | b. Be a positive example | <ul style="list-style-type: none"> • Lifestyle • Appearance • Communication | 4.1 Principles of an anti-doping living 5.4 Motivational strategies |
| Underpin the ability to achieve fitness and health goals without taking prohibited substances | a. Explain how to achieve fitness-related goals like physical adaption without taking banned substances | <ul style="list-style-type: none"> • Physical Appearance • Muscle Growth • Performance | 4.2 Health and fitness vs. physical appearance |
| | b. Inform about the differences between useful nutritional supplementation and banned substances | <ul style="list-style-type: none"> • Supplements • Diet • Nutrition | 4.2 Health and fitness vs. physical appearance 4.3 Differences between nutritional supplementation and doping |

Section 5: Communication

| WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies | SKILLS Learners should be able to demonstrate the following skills | RANGE Learners should be able to cover the following range | UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of: |
|---|--|---|--|
| Observe clients at all times and intervene if necessary in terms of recognizing inappropriate handling of doping/performance enhancing substances | Be able to identify incorrect behaviour in terms of drug abuse | <ul style="list-style-type: none"> • Observation techniques • Verbal skills • Non-verbal skills • Listening skills | 5.1 Personal communication skills 5.2 Building rapport |
| Positively interact and motivate clients/members to strictly stick to an anti-doping lifestyle | a. Apply certain communication patterns | <ul style="list-style-type: none"> • Body language • Sensory communication | 5.1 Personal communication skills 5.2 Building rapport |
| | b. Praise and encourage positive behaviour | <ul style="list-style-type: none"> • Anti-doping attitude • Charisma | 5.2 Building rapport |
| | c. Ensure discretion | <ul style="list-style-type: none"> • Transparency • Confidential client disclosure | 5.3 Motivational interviewing |
| Convince clients to spread the spirit of anti-doping | Apply behavioural strategies to enhance anti-doping behaviour | <ul style="list-style-type: none"> • Persuasion • Self-monitoring • Reinforcement • Social support • Problem solving | 5.4 Motivational strategies |