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| **CERTIFICATE LEVEL: EMERGENCY ASSESSMENT** | | | | | | | | | | | | |
| **Learning Outcomes** | **Competency** | | | | | **Learning Outcomes** | **Competency** | | | | | |
| Is able to evaluate and take control of an emergency situation through a scene survey. | **U** | **A** | | **G** | | Is able to identify the mechanism of injury. | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| Is able to conduct a primary survey including C-Spine stabilization technique, ABC, neuro scan, and a secondary survey. | **U** | **A** | | **G** | | Is able to provide injury specific intervention by selecting appropriate tests to adequately stress the injured part and is able to perform test accurately. | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| Demonstrates an organized, logical approach to assessment. | **U** | **A** | | **G** | | Is able to determine and present a reasonable differential diagnosis. | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| Is able to communicate the plan for follow-up care to the athlete and any others involved. | **U** | **A** | | **G** | | Is able to determine an athlete's readiness to return to play following the published Return to Play guidelines within 5 minutes. | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
| **U** | **A** | | **G** | | **U** | | **A** | | **G** |
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| **Notes:** |  | |  | |  |  |  |  | |  | |

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| **DIPLOMA LEVEL: EQUIPMENT AND SUPPLIES** | | | | | | | | | | | | |
| **Learning Outcomes** | **Competency** | | | | | | **Learning Outcomes** | **Competency** | | | | |
| Is able to demonstrate the ability to anticipate the needs of a sport team in terms of therapy equipment and supplies. | **U** | | | **A** | **G** | | Is able to demonstrate the ability to organize equipment and supplies for a team travelling. | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| Is able to demonstrate knowledge of ordering and purchasing procedures for supplies and equipment. | **U** | | | **A** | **G** | | Is able to demonstrate knowledge of how to store sport therapy supplies and equipment. | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **Notes:** |  | |  | |  | |  |  |  | | |  |
| **DIPLOMA LEVEL: PHARMACOLOGY IN SPORTS** | | | | | | | | | | | | |
| **Learning Outcomes** | **Competency** | | | | | | **Learning Outcomes** | **Competency** | | | | |
| Is able to describe the pharmaceutical agents on the International Olympic Committee’s “banned” list. | **U** | | | **A** | **G** | | Is able to explain the effect of the basic categories of pharmaceutical agents on athletic performance. | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| Is able to describe the desired effects, considerations in dosage, and adverse effects of pharmaceutical agents commonly used in sports. | **U** | | | **A** | **G** | | Is able to discuss the ethical considerations in the use of ergogenic aids. | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| Is able to describe the basic process of drug testing used at athletic competitions. | **U** | | | **A** | **G** | | Is able to discuss the development of drug education programs for athletes. | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
| **U** | | | **A** | **G** | | **U** | | **A** | **G** | |
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| **Notes:** |  |  | | | |  |  |  |  | | |  |

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| **DIPLOMA LEVEL: SPORTS INJURIES AND ORTHOPEDIC CONDITIONS** | | | | | | | | | | | |
| **Learning Outcomes** | **Competency** | | | | | **Learning Outcomes** | **Competency** | | | | |
| Is able to describe the effects of trauma, infection, degeneration, and immobilization on cartilage, bone, muscle, tendons, ligaments and synovium. | **U** | | **A** | | **G** | Is able to select and perform appropriate measures to obtain relevant subjective and objective assessment data. | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| Is able to demonstrate proficiency in current joint play and other mobilization techniques used by Physiotherapists. | **U** | | **A** | | **G** | Is able to demonstrate knowledge of the current theories of pain, pain transmission, and pain pathways and measurement of pain. | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| Is able to demonstrate knowledge of prevention of injuries and re-injury. | **U** | | **A** | | **G** | Is able to demonstrate an ability to integrate the different aspects of physiotherapy knowledge and skills in the overall management of athlete problems. | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| Is able to explain and perform dynamic tests for the various joints of the body to determine whether the athlete may return to competition. | **U** | | **A** | | **G** | Is able to explain the physiological effects of various thermal and electrical modalities in the treatment of sports injuries. | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| Is able to understand the mechanics of various movements of the spine. | **U** | | **A** | | **G** | Is able to explain the anatomy of the intervertebral disc, its neural and arterial supply, its mechanics and its intimate relationship with surrounding osseous and soft tissue structures. | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| Is able to explain special joint pathology as it relates to neural tissues involvement and space occupying lesions. | **U** | | **A** | | **G** | Is able to demonstrate knowledge of serious pathology which might simulate benign joint problems. | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| Is able to demonstrate knowledge of congenital vertebral anomalies. | **U** | | **A** | | **G** | Is able to explain how common peripheral joint deformities can affect athletic performance and contribute to secondary problems. | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
| **U** | | **A** | | **G** | **U** | **A** | | | **G** |
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| **DIPLOMA LEVEL: SCIENCE OF ATHLETICS** | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes** | **Competency** | | | | | **Learning Outcomes** | | | | | **Competency** | | | | | | | |
| Is able to demonstrate knowledge of the role of the coach in sport. | **U** | **A** | **G** | | | Is able to demonstrate knowledge of the psychological response of an individual to environment, physical activity, sport and injury. | | | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| Is able to describe personal health habits, which may positively or negatively affect the training of athletes. | **U** | **A** | **G** | | | Is able to recognize the signs and symptoms, method of transfer and vital signs of communicable diseases and other common medical conditions seen in Sport Physiotherapy. | | | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| Is able to explain the physiological and anatomical differences between male and female athletes. | **U** | **A** | **G** | | | Is able to describe normal and abnormal patterns of menarche and the effects of training and competition on the menstrual cycle. | | | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| Is able to explain the effects of exercise during pregnancy. | **U** | **A** | **G** | | | Is able to explain an injury prevention and medical screening program and injury recording system. | | | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
| **U** | **A** | **G** | | | **U** | | **A** | | | **G** | | |
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| **DIPLOMA LEVEL: EXERCISE PHYSIOLOGY** | | | | | | | | | |
| **Learning Outcomes** | **Competency** | | | | | **Learning Outcomes** | **Competency** | | |
| Is able to explain how one can train the various energy systems for maximum utilization, and considering specificity of training. | **U** | | **A** | | **G** | Is able to describe the various muscle development techniques, their advantages and disadvantages. | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| Is able to describe the common types of training programs and the effects they have on the various body systems including advantages and disadvantages. | **U** | | **A** | | **G** | Is able to discuss the physiological recovery of the body in general and for specific systems following exercise. | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| Is able to identify training variables and modify training programs to meet the physiological requirements specific to the athlete’s condition and activity. | **U** | | **A** | | **G** | Is able to design programs for off-season training, pre-season screening, in-season training, routine modification, based on sound physiological, psychological, and nutritional and rehabilitation principles. | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| Is able to identify the effects of year-round training and concepts of peaking, tapering, fatigue and burnout. | **U** | | **A** | | **G** | Is able to describe the basic elements of nutrition including their function, source, storage, and effect of an excess or lack of these elements on performance. | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| Is able to explain muscle fiber typing as related to the various types of training programs. | **U** | | **A** | | **G** | Is able to describe the nutritional requirements and considerations for children, women, men, the aged, and athletes. | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| Is able to discuss how flexibility can be tested and methods for improving flexibility. | **U** | | **A** | | **G** | Is able to explain the effects of nutrition on performance including pre-game meals, carbohydrate loading, supplements and fluid intake. | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| Is able to explain the effects of travel, altitude, temperature, humidity, and wind on human performance. | **U** | | **A** | | **G** | Is able to describe methods instituted to change weight and explain positive and negative effects of weight loss considering the sport and the individual. | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **U** | | **A** | | **G** | **U** | **A** | **G** |
| **Notes:** |  |  | |  | | Is able to discuss long range nutritional planning related to an athlete’s requirements. | **U** | **A** | **G** |
|  |  | |  | | **U** | **A** | **G** |
|  |  | |  | | **U** | **A** | **G** |
|  |  | |  | | **U** | **A** | **G** |