**CORE 1**

* Measuring health status
  + Role …….. ………………………
  + Measure of epidemiology
* Identifying priority health issues
* Groups experiencing health inequities

RHS of groups experiencing health inequities:

-

-

-

* High levels of preventable chronic disease, injury and mental health problems
  + .
  + .
    - .
    - .
    - .
  + .

RHS of high levels of preventable chronic disease, injury and mental health problems

-

-

-

-

-

* A growing and ageing population
  + .
  + .
  + .
  + .

RHS of a growing and ageing population

-

-

-

-

* Health care in Australia
  + .
  + .
  + .
  + .
  + .
  + .
* Complementary and alternative health care approaches
  + .
  + .
  + .
* Health promotion based on the five action areas of the Ottawa Charter
  + .
  + .
  + .
  + .

RHS – two health promotion initiatives

-

-

**CORE 2**

* Energy systems
  + .
  + .
  + .

RHS of energy systems

-

-

-

-

-

-

* Types of training and training methods
  + .
    - .
    - .
    - .
    - .
  + .
  + .
    - .
    - .
    - .
    - .
  + .
    - .
    - .
    - .
* Principles of training
  + .
  + .
  + .
  + .
  + .
  + .

RHS of principles of training

-

-

* Physiological adaptations in response to training
  + .
  + .
  + .
  + .
  + .
  + .
  + .
  + .
* Motivation
  + .
  + .
  + .
  + .
* Anxiety and arousal
  + .
  + .
  + .
* Psychological strategies to enhance motivation and manage anxiety
  + .
  + .
  + .
  + .
* Nutritional considerations
  + .
  + .
  + .
* Supplementation
  + .
  + .
  + .
  + .
* Recovery strategies
  + .
    - .
    - .
  + .
    - .
    - .
  + .
    - .
  + .
    - .
* Stages of skill acquisition
  + .
  + .
  + .
* Characteristics of the learner
  + .
  + .
  + .
  + .
  + .
* The learning environment
  + .
    - .
    - .
    - .
    - .
    - .
    - .
    - .
    - .
    - .
  + .
    - .
    - .
  + .
    - .
    - .
    - .
    - .
  + .
    - .
    - .
    - .
    - .
    - .
    - .
* Assessment of skill and performance
  + .
    - .
    - .
    - .
    - .
  + .
  + .
  + .

**SPORTS MEDICINE**

* Ways to classify sports injuries
  + .
  + .
  + .
* Soft tissue injuries
  + (3)
  + (3)
  + .

RHS manage soft tissue injuries

-

-

* Hard tissue injuries
  + .
  + .

RHS manage hard tissue injuries

-

-

* Assessment of injuries
  + .
  + .
  + .
  + .
  + .
  + .
* Children and young athletes
  + .
    - .
    - .
    - .
  + .
    - .
  + .
  + .
* Adult and aged athletes
  + .
  + .
  + .
* Female athletes
  + .
  + .
  + .
  + .
* Physical preparation
  + .
  + .
  + .
  + .
* Sports policy and the sports environment
  + .
  + .
  + .
  + .
  + .
* Environmental considerations
  + .
    - .
    - .
    - .
    - .
  + .
    - .
    - .
    - .
    - .
    - .
    - .
  + .
  + .
* Taping and bandaging
  + .
  + .
  + .
* Rehabilitation procedures
  + .
  + .
    - .
    - .
    - .
  + .
  + .
* Return to play
  + .
  + .
  + .
  + .
  + .
  + .

**IMPROVING PERFORMANCE**

* Aerobic training
  + .
  + .
  + .
* Flexibility training
  + .
  + .
  + .

RHS of syllabus for both aerobic and flexibility

-

-

-

-

* Initial planning considerations
  + .
  + .
  + .

RHS initial planning considerations

-

* Planning a training year (periodisation)
  + .
    - .
    - .
    - .
  + .
    - .
    - .
  + .
  + .
  + .
    - .
    - .
* Elements to be considered when designing a training session
  + .
  + .
  + .
  + .
  + .
  + .
* Planning to avoid overtraining
  + .
  + .
    - .
    - .
  + .
    - .
* Use of drugs
  + .
    - .
    - .
    - .
  + .
    - .
    - .
  + .
    - .
  + .
    - .
    - .
  + .
* Use of technology
  + .
    - .
    - .
  + .
    - .
    - .