

ERP National Strength and TM
Conditioning Association
Education Recognition Program

Personal Training Program

APPLICATION



NSCATM National Strength and Conditioning Association
Bridging the gap between science and application

General Information and Instructions:

- This application is submitted by a regional accredited academic institution of higher learning within the United States, or the international equivalent to the National Strength and Conditioning Association (NSCA) for recognition of their educational program in Personal Training to prepare students for the NSCA-Certified Personal Trainer (NSCA-CPT) certification. The program does not have to be classified as a major, a minor, a sequence or a concentration. It does however; have to be a formalized area of study. Both 2 year and 4 year colleges/universities are eligible to submit their curricula for recognition consideration. The NSCA is looking for the content areas listed in the REQUIRED CONTENT section that are offered in the curriculum; whether they are offered within a 2 year or 4 year program.
- This recognition is good for three years. This recognition does not imply accreditation or any advantage for the NSCA certification examination. It only provides recognition from the NSCA that the institution meets minimum requirements within the specified curriculum.
- Applications are reviewed two times per year. Application deadlines are January 1 and June 1. Applicants will be notified of approval/non-approval by February 15th or July 15th.
- There is a \$500.00 administrative fee due with this application. This fee is the only fee required during the three-year period of recognition. If an application is denied recognition, then the application fee will be returned to the institution (minus a \$100.00 processing fee), along with the application and reason(s) for denial.
- Once approved, the institution may disclose their NSCA recognition on any forms, documents or recruiting materials.
- By completing this application the institution authorizes the NSCA to identify them as an institution with a recognized curriculum in strength and conditioning for personal trainers. The NSCA may disclose this information in publications, web sites, or any other means the NSCA deems appropriate.
- The application for recognition should be typed and must provide complete information. Additional materials, such as syllabi, are required and must be attached. Additional pages may be attached as needed.
- To be recognized, institutions must have a NSCA member who is a Certified Strength and Conditioning Specialist (CSCS) **or** NSCA-Certified Personal Trainer (NSCA-CPT), who is a full-time employee involved in the educational program as a member of the teaching faculty. The CSCS or NSCA-CPT does not have to be a full-time faculty member, but must teach a minimum of one class per academic year from the Personal Training ERP required curriculum.
- It is the intent of this recognition process to help institutions market their programs in strength and conditioning for personal trainers, and to help institutions begin to prepare their programs for possible accreditation. Approval letters will include specific NSCA statements designed to market the school's educational program.
- Forward three (3) copies of the complete application, two with original signatures, all supporting documents, and the application fee to the National Strength and Conditioning Association.

Complete this application and forward to:

**National Strength and Conditioning Association
Education Recognition Program
1885 Bob Johnson Drive
Colorado Springs, CO 80906**

**Toll Free: 800-815-6826
International: +1 719-632-6722
Fax: +1 719-632-6367
www.nasca-lift.org**

Section I

INSTITUTIONAL INFORMATION PERSONAL TRAINING PROGRAM

Official name of Sponsoring Institution _____

Department or Academic Unit _____

Address _____

City _____

State _____ Zip Code _____

Nature of the Institution: _____ Public _____ Private

PRESIDENT, OR CHIEF ADMINISTRATIVE OFFICER OF THE INSTITUTION

Name _____

Title _____

Address _____

City _____

State _____ Zip Code _____

DEAN OF THE COLLEGE THAT HOUSES THE PROGRAM

Name _____

Title _____

Address _____

City _____

State _____ Zip Code _____

DEPARTMENT CHAIRPERSON, OR COORDINATOR OF THE ACADEMIC UNIT THAT HOUSES THE PROGRAM

Name _____

Title _____

Address _____

City _____

State _____ Zip Code _____

Web Site address for the academic program _____

Once recognized, do you authorize the NSCA to provide a link from the NSCA Web Page to your academic unit?

_____Yes _____No

INSTITUTIONAL ACCREDITATION

Regional Accrediting Association Name _____

International Equivalent _____

(Or) National Accrediting Association Name _____

Date of Last Accreditation _____

Is the sponsoring institution legally authorized under applicable law to provide post-secondary education? _____Yes____No __No Applicable Law

Does the institution publish a general bulletin or catalog on its educational programs? _____Yes____No

Is the strength and conditioning curriculum outlined or described in that publication? _____Yes____No

Section II

PROGRAM PERSONNEL PERSONAL TRAINING PROGRAM

PROGRAM DIRECTOR

The program director is the person responsible for administering the academic program and ensuring that all rules and regulations are followed, and that the program is in compliance with the standards for recognition. The program director must be a member of the teaching faculty and have voting privileges in the academic unit that houses the program. Academic rank and tenure-status are irrelevant. The program director does not necessarily need to be a CSCS or NSCA-CPT.

TEACHING FACULTY

The teaching faculty of the strength and conditioning educational program shall be identified as those faculty members responsible for teaching in the required subject matter areas specified in Section III, and other didactic course work included in the strength and conditioning curriculum as identified by the institution. Members of the teaching faculty must have formal appointments in the academic unit and must be financially compensated for their services. Rank and tenure-status are irrelevant. Members of the teaching faculty can be classified as full-time, part-time, adjunct, or graduate teaching assistants. At least one (1) member of the teaching faculty must be a CSCS or NSCA-CPT and sponsor this application. On a separate page, please list the names for the faculty or staff who teach the required subject areas specified in Section III. Please note if any of the teaching faculty possess the CSCS or NSCA-CPT credential, provide certification numbers when applicable.

PRECEPTORS

It is likely that individuals other than the Program Director, and members of the teaching faculty, will be involved in the supervision of the students during their practical-experience. A preceptor is any individual who provides direct supervision and instruction of students in the practical aspect of the strength and conditioning educational program. Preceptors are not required to be paid employees of the academic unit. However, it is expected that preceptors external to the academic unit, will have formal appointments, or other such recognition from the academic unit. For example, the strength coach for the athletics department may supervise students from the academic unit during their internship, without being a paid employee of the academic unit, as long as the academic unit formally acknowledges the strength coach as a preceptor. A preceptor does not necessarily need to be a CSCS or NSCA-CPT. On a separate page, provide the names CSCS or NSCA-CPT certification numbers, if applicable) of all of the preceptors responsible for the student's instruction and/or direct supervision (this includes preceptors at all affiliated settings).

AFFILIATED SETTINGS

It is likely that practical experiences will be gained at facilities external to the institution. It is expected that affiliated sites (external to the institution) will have formal affiliation agreements with the sponsoring institution. On a separate page, provide a list of the affiliated sites (list name, city, state, zip code) where practical experiences will be obtained. Also, provide the names (and CSCS or NSCA-CPT certification numbers, if applicable) of the preceptors responsible for the student's instruction and direct supervision at each location.

CSCS/NSCA-CPT SPONSOR

At least one CSCS or NSCA-CPT must be directly involved in the education of the students in the program as a member of the teaching faculty, and must sponsor this application. The CSCS or NSCA-CPT Sponsor must also be a full-time employee of the institution sponsoring this application. For example, a non- CSCS or NSCA-CPT faculty member, or a non- CSCS or NSCA-CPT department chairperson can be identified as the program director and can teach in the recognized strength and conditioning curriculum, as long as the institution employs a full-time CSCS or NSCA-CPT who is directly involved in the educational program as a member of the teaching faculty, and who endorses this application.

PROGRAM DIRECTOR

Name: _____

Title: _____

Address: _____

City: _____

State: _____ Zip: _____

Telephone: _____

FAX: _____

E-Mail: _____

NSCA Membership number _____

Is the Program Director a CSCS or NSCA-CPT? _____ Yes _____ No

NSCA Certification Number: _____

CSCS or NSCA-CPT SPONSOR (if different from the Program Director)

Name: _____

Title: _____

Address: _____

City: _____

State: _____ Zip: _____

Telephone: _____

FAX: _____

E-Mail: _____

NSCA Membership number _____

NSCA Certification Number: _____

***Note:** The CSCS or NSCA-CPT Sponsor must be a member of the teaching faculty and must be a full-time employee of the sponsoring institution.*

Section III

PROGRAM DESIGN PERSONAL TRAINING PROGRAM

Name of University: _____

Name of College: _____

Name of Department: _____

Name of Major: _____

Name of minor/specialization: _____

Name of degree granted: _____

Length of program in terms (i.e., semesters, quarters): _____ in credit hours _____

Total number of students currently enrolled in the program: _____

Tuition and fees: Resident \$_____/credit hour

Non-Resident \$_____/credit hour

You may attach any promotional materials or advertising materials that outline the program of study, in addition to completing this application.

PLEASE IDENTIFY IN WHICH COURSES THESE CONTENT AREAS ARE TAUGHT. IF THE CONTENT IS TAUGHT IN SEVERAL COURSES, PLEASE IDENTIFY ONLY THE COURSE IN WHICH MOST OF THE CONTENT IS TAUGHT.

PLEASE IDENTIFY THE CREDIT HOURS FOR EACH COURSE, AND WHETHER THEY ARE SEMESER OR QUARTER HOURS.

Students must receive formal instruction in the following subject matter areas:

<u>REQUIRED CONTENT</u>	<u>COURSE #</u>	<u>COURSE NAME</u>	<u>Hrs.</u>
Human Anatomy	_____	_____	_____
Human Physiology	_____	_____	_____
Exercise Science/Physiology (aerobic and anaerobic training adaptations)	_____	_____	_____
Nutrition (sports nutrition is preferred)	_____	_____	_____
Essentials of Personal Training (aerobic and anaerobic exercise prescription)	_____	_____	_____
Biomechanics/Human Movement/ Kinesiology	_____	_____	_____
Exercise & Weight Training Skills and Teaching Techniques (including adaptations needed for special populations)	_____	_____	_____
Exercise Testing & Client Consultation for Healthy and Special Population's	_____	_____	_____
Emergency Care and Legal Issues in Personal Training (including first aid, CPR, AED)	_____	_____	_____
Practicum in Exercise Instruction	_____	_____	_____
Psychology/Sport Psychology (including exercise adherence Issues)	_____	_____	_____
	_____ Semester Hours	_____ Quarter Hours	

****YOU MUST ATTACH A CURRENT SYLLABUS FOR EACH COURSE IDENTIFIED ABOVE****

Syllabi should be clearly written and should describe learning objectives and competencies to be attached for both didactic and supervised practical education components.

THE FOLLOWING CONTENT IS NOT REQUIRED FOR PROGRAM RECOGNITION BY THE NSCA. HOWEVER, TO HELP THE NSCA EDUCATION COMMITTEE BETTER DEVELOP GUIDELINES FOR ACCREDITATION, PLEASE INDICATE WHETHER ANY OF THIS CONTENT IS REQUIRED IN YOUR CURRICULUM OR AS PREREQUISITES.

SUGGESTED COURSES / CONTENT

<u>COURSE #</u>	<u>COURSE NAME</u>	<u>Hrs.</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

****PLEASE ATTACH A CURRENT SYLLABUS FOR EACH COURSE IDENTIFIED ABOVE****

Syllabi should be clearly written and should describe learning objectives and competencies to be attached for both didactic and supervised practical education components.

Does the institution's athletic department employ a CSCS or NSCA-CPT in a full-time position? _____ Yes _____ No

Does the academic unit which houses the program employ a CSCS or NSCA-CPT in a full time academic/teaching position? _____ Yes _____ No

Section 4

Personal Trainers Knowledge, Skills and Abilities (PT-KSAs)

*Please print this out with all fields filled in,
and return with the rest of the application to the NSCA*



NSCA™

National Strength and Conditioning Association

bridging the gap between science and application

Section 4

Personal Trainers Knowledge, Skills and Abilities (PT-KSAs)

In order to demonstrate knowledge of the practice of personal training, to think critically about the practices involved in personal training, including the ability to integrate knowledge, skill and behavior and to assume professional responsibility, the entry-level certified personal trainer must possess an understanding and mastery of skills necessary for a personal trainer. Please list the appropriate course numbers and prefixes that correspond to each of the following Personal Trainers Knowledge, Skills and Abilities (PT-KSA). The specific objectives and knowledge, skills/abilities, and proficiencies that a student is able to do are:

1. CLIENT CONSULTATION/ASSESSMENT

1. A. Initial Interview	Course #
Knowledge	
1. Describe factors that determine client/trainer compatibility.	_____
2. Identify client goals and objectives of training	_____
3. Describe and identify the components of a client and/or fitness facility agreement.	_____
4. Describe the components of an informed consent and waiver.	_____
Skills/Abilities	
1. Conduct an initial interview with a client that determines compatibility of client goals and objectives.	_____
2. Develop a client and/or fitness facility agreement to operate as a personal trainer with a consent form and waiver to use in a public or private sector.	_____
Proficiencies	
1. Demonstrate the ability to conduct an interview with a client that determines trainer/client compatibility, client goals and objectives, and informed consent to physical training with a personal trainer.	_____

Section 4

1. B. Health Appraisal/Medical History Review

Course # _____

Knowledge

1. Administer medical history form (and, if necessary, gather medical release from primary physician). _____
2. Administer lifestyle questionnaire (includes exercise history). _____
3. Evaluate and interpret results of medical history form and lifestyle questionnaire. _____
4. Recognize those needing referral to an appropriate healthcare professional. _____

Skills/Abilities

1. During initial consultation with the client, have client complete a medical history form appropriate for your place of practice to identify potential risk factors contraindicated for exercise. _____
2. During initial consultation, contact client's primary care physician for all medical release forms, restriction to exercise, and list of current medications. _____
3. Complete a healthy lifestyle questionnaire to determine other factors (diet, alcohol, tobacco) that may alter physical capabilities and to be used to develop alternative lifestyle choices to improve the health and well being of the client. _____
4. Using the medical history and healthy lifestyle questionnaires, determine the appropriate activities, dietary habits, and alterations in lifestyle choices of the client in order to seek improvements in their health. In addition, determine types of appropriate activities that the client can safely perform based upon the information provided on these forms. _____
5. Identify risk factors (disease states, musculoskeletal, cardiovascular) that may predispose the client to a health risk. If any such factor(s) exists, refer the client to the appropriate healthcare provider for follow-up examination prior to initiating an exercise program. _____

Proficiencies

1. Demonstrate the ability to recognize and identify health risk factors, such as high blood pressure, disease states, and musculoskeletal injuries of clients during the initial health history evaluation. _____
2. Know how to locate and contact the client's primary physician or refer to the client's physician for medical conditions and medical release forms. _____

Section 4

1. C. Fitness Evaluation

Course # _____

Knowledge

1. Describe the methods of assessment for the following components of physical fitness:
 - a. Vital signs (heart rate, blood pressure) _____
 - b. Body composition—skin fold measurement, height/weight charts, electrical impedance analysis, bod pod _____
 - c. Height/weight scales _____
 - d. Girth measurements—tape measure _____
 - e. Muscular strength—IRM, isokinetic dynamometer _____
 - f. Muscular endurance—10-RM _____
 - g. Speed/agility/power—40 yard dash, shuttle run, vertical jump _____
 - h. Cardiovascular endurance—V02 max, 12-minute run _____
 - i. Flexibility—sit and reach, goniometry _____
2. Identify the appropriate units of measure for those components listed in a-i. _____
3. Indicate acceptable ranges for males and females as well as younger and older populations for those components listed in a-i. _____

Skills/Abilities

1. Measure each of components of fitness included above using a volunteer client in a laboratory setting. _____
2. Interpret the results of the assessment and identify areas that need improvement for the population represented by your volunteer client. _____

Proficiencies

1. Measure each component of physical fitness using a new client. _____
2. Interpret the findings and indicate results that would require referral to appropriate healthcare professionals. _____
3. For each component indicate results that would warrant referral whether or not apparent in your client. _____

Section 4

1. D. Basic Nutrition and Weight Management

Course # _____

Knowledge

1. Conduct dietary review. _____
2. Communicate information on nutritional aids, supplements, and diets. _____
3. Recognize eating disorders and make referral to an appropriate healthcare individual. _____
 - a. Knowledge of macronutrients (carbohydrates, proteins, and lipids), to include: highest quality sources, specific requirement for each, kcal content, and uses in the body. _____
 - b. Knowledge of micronutrients (vitamins and minerals), to include: sources, uses in the body, and specific needs for certain clients. _____
 - i. Calcium and Iron for females _____
 - ii. Antioxidants for health _____
 - c. Knowledge of the sources and health benefits of fiber. _____
 - d. The concept of energy balance as it relates to calorie intake and expenditures and factors that influence the equation (metabolism, activity, etc.). _____
 - e. Knowledge of hydration strategies and signs of dehydration/hyper hydration. _____
 - i. Fluid replacement guidelines before, during, and after exercise. _____
 - ii. Sources of fluid replacement and rationale for using them (water, electrolytes, energy drinks). _____
 - f. Knowledge of the following terms related to basic nutrition and weight control and their importance: food pyramid, amino acids, glycemic index and load, carbohydrate loading, dehydrogenated fats, trans-fats, kilocalorie, nutrient density, anorexia nervosa, bulimia nervosa, and lean body mass. _____
 - g. Knowledge of the individual components of the female athletic triad (osteoporosis, eating disorders, and amenorrhea), the influence of nutritional strategies on each, recognition of the problem, and where to refer a client for treatment. _____
 - h. Knowledge of current diet strategies, supplements, and fads, including long-term effects; risks and benefits; and efficacy in reducing fat weight. _____
 - i. Knowledge of current ergogenic aids (including caffeine and other stimulants, creatine monohydrate, glucosamine/chondroitin, and anabolic agents): risks and benefits, purity issues, efficacy, recommended amounts, ethics related to use, legality, and up-to-date reference sites (World Wide Web, nutrition professionals, etc.). _____
 - j. Knowledge of the health implications of being over fat or under fat. _____
 - k. Knowledge of the accuracy and limitations of various body composition measurements. _____

Skills/Abilities

1. Ability to develop a healthy weight loss or weight gain plan for a variety of populations. _____
2. Ability to differentiate between overweight and over fat. _____
3. Ability to estimate caloric needs of the individual, based on age, gender, stature, job requirements, and exercise status. _____
4. Ability to locate anatomical landmarks related to body composition analysis. _____
5. Ability to accurately measure height and weight. _____
6. Ability to calculate body composition/health classification based on the results of skin fold testing, girth/circumference measurements, height-weight measurements, and waist-to-hip ratio. _____

Section 4

Proficiencies

Course

1. Ability to conduct a dietary review and develop nutritional strategies based on the client's nutritional history; specific training or health-related wants, needs, goals, and eating preferences.
2. Ability to accurately measure body composition through a variety of measurement techniques and provide feedback concerning the results.
 - a. Skin fold measurements
 - b. Girth/Circumference measurements
 - c. Body mass index via height and weight measurements
 - d. Waist-to-hip measurements

Section 4

2. PROGRAM PLANNING

2. A. Goal Setting

Course # _____

Knowledge

1. Identify and describe the greatest need(s) based on the results of the fitness assessment.
 - a. Using normative values for each assessment in fitness evaluation
2. Describe the negative impacts of poor nutritional habits, and poor health related lifestyle habits on attaining fitness goals.
3. Describe techniques for behavior modification.
4. Describe positive and negative reinforcement techniques for motivation.
5. Describe the methods of goal setting:
 - a. Short term goals
 - b. Long term goals
 - c. Measurable and obtainable goals
 - d. Identify and describe the effects of behavior modification (i.e. smoking cessation, limited alcohol use, etc.) on fitness.

Skills/Abilities

1. Develop daily, short term (2 weeks), and long term goals.
2. Assess the goals and identify if goals are achieved, areas that need improvement for, and if goals are not met determine why?
3. Demonstrate problem solving for unmet goals:
 - a. Unrealistic or unobtainable
 - b. Incorrect treatment plan or diagnosis
 - c. Too aggressive or too conservative
 - d. Compliance of unavoidable setbacks
4. Develop new goals.
5. Utilize motivational techniques, reward systems, reinforcement strategies, and visualization/mental imagery techniques to motivate client towards the achievement of a goal.

Proficiencies

1. Interpret the findings of a fitness assessment and write daily, short term and long term goals.
2. Interpret the findings of physical activity readiness assessment to determine if nutritional and lifestyle habits are appropriate for achieving fitness goals.
3. Describe and use motivational techniques, reward systems, reinforcement strategies, and visualization/mental imagery techniques to motivate client towards the achievement of a goal.

Section 4

2. B. Program Design

Course # _____

Select Modality

Knowledge

1. Be able to identify major modes of exercise (e.g., cardiovascular, resistance, etc.) . _____
2. Understand the physiological responses to the major modes of exercise (both training and detraining) _____
3. Understand the physiological consequences of performing multiple modes of exercise together during the same session or same training cycle _____
4. Understand the needs of an individual and be able to select appropriate modes of exercise. _____
5. Identify contraindications to particular modes of exercise for special populations or specific health conditions. _____

Skills/Abilities

1. Be able to demonstrate proper techniques for various modes of exercise _____
2. Be able to demonstrate proper spotting techniques for resistance training exercises. _____

Proficiencies

1. Be able to have clients safely perform an appropriate comprehensive exercise routine. _____

Select Warm-Up/Cool Down Exercises

Knowledge

1. Understand principles and rationale for performing proper warm-up and cool-down exercises _____
2. Understand how different modes of warm-up exercises can be used to influence ensuing exercise performance. _____

Skills/Abilities

1. Be able to demonstrate appropriate exercises to be included in a comprehensive warm-up or cool-down routine. _____

Proficiencies

1. Convey the importance of performing an appropriate warm-up and cool-down to clients. _____

Establish Order Of Exercise Components

Knowledge

1. Understand appropriate sequence of modes of exercise within an exercise session. _____
2. Understand appropriate order of specific exercises with a given mode of exercise. _____
3. Understand appropriate rest periods between or within various modes of exercise. _____

Skills/Abilities

1. Design exercise sessions using appropriate modality and exercise order establish intensity. _____

Section 4

Establish Intensity

Knowledge

1. Be able to identify ranges of intensity for various modes of exercise _____
2. Understand the intensity needed to elicit appropriate acute and chronic physiological responses and adaptations _____
3. Understand the relationship between intensity and duration or volume of work that can be performed _____

Skills/Abilities

1. Be able to quantify and measure intensity for various modes of exercise _____
2. Be able to use subjective and objective measures of exercise intensity during and following an exercise session _____

Proficiencies

1. Be able to prescribe appropriate intensity of work for a given mode of exercise to elicit a certain health or fitness response. _____

Section 4

Establish Duration

Course # _____

Knowledge

1. Be able to identify appropriate durations (cardiovascular training) or volumes (resistance training) of work. _____
2. Understand the duration or volume of exercise needed to elicit appropriate acute and chronic physiological responses and adaptations. _____
3. Understand the relationship between intensity and duration or volume of work that can be performed. _____

Skills/Abilities

1. Be able to monitor the duration or volume of exercise during a particular session as well as over a specified window of time. _____

Proficiencies

1. Be able to prescribe appropriate duration or volume of work for a given mode of exercise to elicit a certain health or fitness response. _____

Establish Frequency

Knowledge

1. Understand appropriate frequencies to be used for various modes of exercise. _____
2. Understand the frequency necessary to elicit appropriate acute and chronic physiological responses and adaptations. _____
3. Understand the rest needed between exercise sessions to allow for recovery. _____

Proficiencies

1. Be able to prescribe appropriate frequency for a given mode of exercise to elicit a certain health or fitness response. _____

Establish Speed Of Exercise Movement

Knowledge

1. Be able to explain the training adaptations from various speeds of movement during resistance exercise. _____
2. Be able to explain the methods of: high intensity training, super slow, traditional speed and explosive speeds of resistance training. _____

Skills/Abilities

1. Be able to demonstrate the various speeds of movement during resistance training _____

Proficiencies

1. Be able to prescribe appropriate speeds of resistance exercise movement to achieve desired training outcomes. _____

Section 4

Determine Effective Program Design

Course # _____

Knowledge

1. Be able to explain the training adaptations from manipulation of the various training principles of overload, exercise selection, exercise order, selection of training system and set/repetition scheme. _____
2. Be able to explain the methods of manipulation of the various training principles of overload, exercise selection, exercise order, selection of training system, and set/repetition scheme. _____

Skills/Abilities

1. Be able to demonstrate the various adaptations from manipulation of the various training principles of overload, exercise selection, exercise order, selection of training system and set/repetition scheme. _____

Proficiencies

1. Be able to prescribe the appropriate training principles of overload, exercise selection, exercise order, selection of training system, and set/repetition scheme to achieve desired training outcomes. _____

Determine Rate Of Progression

Knowledge

1. Understand the time course of physiological adaptations for various modes of exercise. _____
2. Understand how to manipulate sets/reps, intensity, duration, frequency, and volume of work within a training regimen for various modes of exercise. _____

Skills/Abilities

1. Be able to monitor physiological adaptations and alter the program design accordingly. _____

Proficiencies

1. Be able to advise individuals on how to appropriately progress an exercise routine to maximize benefits while minimizing risks. _____

Section 4

2. C. Training Adaptations

Course # _____

Structural

Knowledge

1. Describe the organization of the structural components of muscle and how they can be altered by training and detraining. _____
2. Describe the structural arrangement of tendons and their relationship to muscle and bone. Describe how they respond to training and detraining. _____
3. Describe the structural arrangement of ligaments and their relationship to bones and joints. Describe their response to training and detraining. _____
4. Describe the structure of bone and cartilage. _____
5. Describe their arrangement in joint structures and how they respond to a training or detraining stimulus. _____
6. Describe the structure of adipose tissue (fat stores) and their arrangement within the body. _____
7. Describe how adipose tissue responds to a training or detraining stimulus. _____

Skills/Abilities

1. Be able to observe human movement and discuss the involvement of muscles, joints, ligaments and tendons associated with the specific movements of the body. _____
2. Be able to relate training and detraining responses of muscle, tendon, bone and adipose tissue to the baseline results of fitness assessments. _____

Proficiencies

1. Be able to promote physical activity to clients by an understanding of the ability of muscle, tendon, bone and adipose tissue to adapt to physical stress. _____

Section 4

Physiological

Course # _____

Knowledge

1. Understand the function of muscle in creating human movement. _____
2. Understand the concept of muscle actions (concentric, eccentric, isometric). _____
3. Understand the concept of joint movements (flexion, extension, adduction, abduction...)
4. Understand how muscle and skeletal system function can be altered with training and detraining. _____
5. Understand the role of the nervous system in the stimulation of muscle. _____
6. Understand how training (detraining) can alter the function of the nervous system in its stimulation of muscle. _____
7. Understand how the cardiovascular system supports the function of muscle during exercise and how training (detraining) can alter the function of the cardiovascular system. _____
8. Understand the relationship between metabolism and physical activity. _____
9. Understand the role of the energy systems in the support of various types of physical activity and how training (detraining) adaptations can alter the function of these energy systems. _____
10. Understand the function of the endocrine system during exercise and how this system's function is affected by training (detraining). _____

Skills/Abilities

1. Be able to evaluate human movement in relation to muscle and joint actions _____
2. Be able to describe prescribed exercises to clients in relation to muscle and joint actions. _____
3. Be able to describe training and detraining responses of muscular, nervous, cardiovascular, metabolic, and endocrine systems in relation to specific training programs and client goals. _____

Proficiencies

1. Be able to recommend specific exercise programs to clients based on the knowledge of training adaptations in relation to the clients training goals. _____

Psychological

Knowledge

1. Understand the role of exercise on psychological well being. _____
2. Understand the effects of training (detraining) on psychological well being. _____

Skills/Abilities

1. Be able to describe the psychological-benefits of a physically active lifestyle. _____

Proficiencies

1. Be able to recommend exercise and activities that promote the increased likelihood of long term exercise adherence. _____

Section 4

2. D. Special Populations

Course # _____

Determine Capacities and Limitations Of Special Populations

- a. Obese individuals _____
- b. Elderly _____
- c. Individuals with eating disorders _____
- d. Individuals with orthopedic disorders _____
- e. Individuals with arthritic disorders _____
- f. Pre-pubescent and adolescents _____
- g. Females who are pre-natal or postpartum _____
- h. Individuals with hypertension _____
- i. Individuals requiring injury rehabilitation/reconditioning _____
- j. Individuals who are in post-cardiac rehabilitation _____
- k. Individuals with type 1 diabetes _____
- l. Individuals with type 2 diabetes _____
- m. Individuals with Chronic Obstructive Pulmonary Disease (COPD) _____
- n. Individuals with osteoporosis _____
- o. Individuals with peripheral vascular disease _____
- p. Individuals training for a certain sport/competition (athletes) _____
- q. Individuals with lower back pain _____
- r. Individuals with fibromyalgia _____

Knowledge

- 1. Describe limitations to exercise to include musculoskeletal and movement restriction. _____
- 2. Identify risk factors and health concerns associated with obesity. _____
 - a. Diabetes _____
 - b. CVD _____
 - c. Hyperlipidemia _____
 - d. Hypertension _____
 - e. Heat tolerance _____
 - f. Posture _____
 - g. Balance _____
 - h. Hyperpnea and dsypnea _____
- 3. Identify obesity classifications. _____
- 4. Identify benefits of exercise and contraindications. _____
- 5. Describe the importance of medical consultation prior to exercise participation. _____
- 6. Describe appropriate exercise prescription and exercise program design. _____
- 7. Identify the limitations associated with the use of BMI, height/weight tables, skin folds, and bioelectrical impedance to classify body composition. _____
- 8. Describe the health benefits of aerobic and resistance training. _____
- 9. Describe muscle loss and metabolic rate reduction associated with aging to include sarcopenia. _____
- 10. Describe the difference between anorexia nervosa and bulimia. _____

Section 4

11. Identify signs and symptoms associated with eating disorders. _____
12. Describe the health risks and psychological components of eating disorders to include psychosocial triggers and medical referrals. _____
13. Describe the Female Athlete Triad. _____
14. Identify contraindications to exercise for individuals with orthopedic disorders _____
15. Define osteoarthritis and rheumatoid arthritis. _____
16. Define pre-pubescent and adolescents. _____
17. Describe the importance of appropriate behavior within an exercise environment. _____
18. Identify the differences in exercise abilities due to levels of maturation. _____
19. Describe the benefits and concerns of exercise during pregnancy. _____
20. Describe the contraindications for pre-natal or post-partum exercise. _____
21. Describe fetal response to exercise. _____
22. Define hypertension and its levels of classification. _____
23. Describe the medications prescribed to hypertension patients and their effects on the body. _____
24. Identify contraindications to exercise for hypertension patients. _____
25. Identify the phases of tissue healing due to injury. _____
26. Identify the difference between macrotrauma and microtrauma. _____
27. Describe myocardial infarction and cerebrovascular accident. _____
28. Describe the importance of medical clearance for myocardial infarction and cerebrovascular individuals prior to exercise participation. _____
29. Describe type 1 diabetes. _____
30. Describe the population most likely to be diagnosed with type 1 diabetes. _____
31. Identify contraindications to exercise for individuals with type 1 diabetes. _____
32. Identify the signs and symptoms of hypoglycemia and how to respond to a hypoglycemic client. _____
33. Describe type 2 diabetes. _____
34. Describe the population most likely to be diagnosed with type 2 diabetes. _____
35. Identify contraindications to exercise for individuals with type 2 diabetes. _____
36. Describe chronic obstructive pulmonary disease and its symptoms. _____
37. Describe osteoporosis and the population most susceptible to developing osteoporosis. _____
38. Identify nutritional suggestions for individuals with osteoporosis. _____
39. Identify exercises used to reduce the occurrence of osteoporosis. _____
40. Describe peripheral vascular disease and its risk factors. _____
41. Describe the importance of medical clearance for such individuals prior to exercise participation. _____
42. Describe how to apply the overload and specificity training principles to an aerobic, anaerobic and resistance training program for an athlete in training for a particular sport or activity. _____
43. Describe the cycles, phases and application of a periodized training program. _____
44. Describe how load and repetitions are manipulated in a linear and nonlinear periodization model. _____
45. Define lumbar disc injury, muscle strain, spondylolysis and spondylolisthesis associated with low back pain. _____
46. Describe how the following may lead to low back pain: hip flexors not flexible enough, hip flexors too strong, hamstrings not flexible enough, or hamstrings too strong. _____

Section 4

Skills/Abilities

1. Determine appropriate weight loss goals. _____
2. Assist client with health behavior modification. _____
3. Select appropriate low impact aerobic and resistance training activities. _____
4. Develop safe energy balance strategies for weight loss. _____
5. Assist client with the development of a support system. _____
6. Successfully calculate and determine body composition with height/weight tables, skin fold caliper, girth measurements (BMI,hip/waist ratios), bioelectrical impedance, and hydrostatic weighing. _____
7. Develop a training program taking into consideration conditions common to the elderly population. _____
 - a. Balance _____
 - b. Heat, humidity and hydration _____
 - c. Seeing and hearing _____
 - d. Reduced flexibility _____
 - e. Injury and illness _____
8. Demonstrate age appropriate exercises with necessary modifications. _____
9. Establish an exercise program for individual recovering from an eating disorder. _____
10. Demonstrate exercise precautions and modifications for individuals with shoulder, knee, and/or hip pain. _____
11. Demonstrate exercise precautions and modifications for individuals with osteoarthritis and rheumatoid arthritis. _____
12. Develop a training program within aerobic, anaerobic and resistance training guidelines. _____
13. Communicate on a level to be understood by a child. _____
14. Demonstrate appropriate supervision skills. _____
15. Modify exercise to accommodate the physiological changes experienced during pregnancy. _____
16. Develop a training program within the exercise guidelines for pre-natal or post-partum women. _____
17. Develop an exercise program to meet the guidelines prescribed for hypertension patients. _____
18. Successfully use a sphygmomanometer and stethoscope to measure blood pressure. _____
19. Modify exercise selection within the limitations of the injury. _____
20. Develop an exercise program within the prescribed guidelines for the post-myocardial infarction client. _____
21. Develop an exercise program within the prescribe guidelines for the post-cerebrovascular accident client. _____
22. Conduct an interview with the client on the importance of nutritional timing glycemic control during the day prior to exercise participation. _____
23. Conduct an interview with the client on the importance of exercise and weight loss to control and potentially eliminate the symptoms of type 2 diabetes. _____
24. Conduct an interview with the client explaining the importance of exercise in a medically supervised environment. _____
25. Conduct an interview to provide nutritional suggestions which may prevent/reduce the development of osteoporosis in an at risk client. _____
26. Develop an exercise program within the prescribed guidelines for the client with osteoporosis. _____

Section 4

27. Develop an exercise program within the prescribed guidelines for the client with peripheral vascular disease. _____
28. Conduct an initial interview with a client to determine training goals and objectives. _____
29. Conduct performance testing to measure muscle strength, muscle endurance, and power. _____
30. Design a linear and/or nonlinear periodization program to assist the client in meeting his/her training goals and objectives. _____
31. Modify exercise with the necessary precautions for individuals with low back pain. _____

Proficiencies

1. Demonstrate the ability to conduct consultation and measurement in a private setting with the utmost of professionalism and confidentiality. _____
2. Demonstrate the ability to develop an aerobic, anaerobic and resistance training program within the client's limitations while meeting the desired goals. _____
3. Demonstrate the ability to assist an elderly client with appropriate exercise and activity selection taking into consideration related health factors and mobility limitations. _____
4. Demonstrate the ability to train and consult an individual with an eating disorder without reversing or disrupting the recovery process. _____
5. Demonstrate the ability to work with an individual with an orthopedic disorder to improve function without further injury to the client. _____
6. Demonstrate the ability to select and modify appropriate exercises to improve mobility and function of an individual with arthritis without further injury to the client. _____
7. Demonstrate the ability to keep a child's interest with appropriate, safe and effective exercise while downplaying competition. _____
8. Demonstrate the ability to design an exercise program for a pre-natal or post-partum client within the recommended exercise guidelines without undue harm to the mother or fetus. _____
9. Demonstrate the ability to modify an aerobic, anaerobic and resistance training program for an individual with hypertension without increasing risk to the client. _____
10. Demonstrate the ability to recondition an injury by modifying exercises to increase function without further injury to the damaged tissue. _____
11. Demonstrate the ability to advocate the importance to exercise for the post-myocardial infraction or post-cerebrovascular accident client to improve daily living activities and work with such individuals to accomplish this goal. _____
12. Demonstrate the ability to develop an aerobic, anaerobic and resistance training program within the guidelines of a type 1 diabetic client. _____
13. Demonstrate the ability to develop an aerobic, anaerobic and resistance training program within the guidelines of a type 2 diabetic client. _____
14. Demonstrate the ability to refuse to accept a client due to the risk associated COPD and the likelihood of future litigation. _____
15. Demonstrate the ability to develop an aerobic, anaerobic and resistance training program within the guidelines for a client with osteoporosis. _____
16. Demonstrate the ability to develop an exercise program to reduced pain during exercise, improve mobility and daily living activities, and maintain independent living. _____
17. Demonstrate the ability to design an aerobic, anaerobic and resistance training program to meet specific goals and objects for each individual client. _____
18. Demonstrate the ability to develop an aerobic, anaerobic and resistance exercise program within the safety guidelines prescribed for the client with low back pain. _____

Section 4

Modify Program To Coincide With Limitations and Capacities Of Special Populations.

Course # _____

Knowledge

1. Identify limitations to exercise for special populations and the modifications necessary to ensure safe program participation. _____

Skills/Abilities

1. Demonstrate exercise precautions and modifications for individuals of special populations. _____

Proficiencies

1. Demonstrate the ability to develop an aerobic, anaerobic and resistance exercise program within the safety guidelines prescribed for specific special populations. _____

Recognize Clients Needing Referral To an Appropriate Health Care Professional

Knowledge

1. Describe factors that warrant client referral to an appropriate health care professional. _____

Skills/Abilities

1. Conduct an initial interview with a client to determine risk factors and contraindications to exercise. _____
2. Conduct pre-exercise screening to determine client exercise limitations for each client. _____

Proficiencies

1. Demonstrate the ability to recognize a client requiring medical attention prior to the start of an exercise program. _____

Section 4

3. TECHNIQUES OF EXERCISE

3. A. Instruct Clients On Proper Use Of The Following Equipment

Course # _____

Resistance Machines (Weight, Hydraulic, Air, Friction, Tubing, etc.)

- a. Preparatory body position (grip, stance, alignment, etc.) _____
- b. Execution techniques _____
 - i. Body position _____
 - ii. Speed/control of movement _____
 - iii. Movement/range of motion _____
 - iv. Breathing _____
- c. Spotting techniques _____
- d. Muscular involvement _____

Knowledge

1. Describe the appropriate preparatory body positions including grip, stance, and alignment to ensure the proper use of resistance machines. _____
2. Describe the necessary execution techniques including body position, speed/control of movement, range of motion, and breathing to ensure the proper use of resistance machines. _____
3. Describe the appropriate spotting assistance techniques to ensure the proper use of free weight and resistance machines. Identify the muscles involved when using different types of resistance machines. _____

Skills/Abilities

1. Position clients for safe execution of exercises on a variety of resistance machines using appropriate grip, stance, and alignment. _____
2. Teach clients appropriate body position for the safe execution of exercises on a variety of resistance machines. _____
3. Instruct clients on the appropriate speed and control of movement for the safe execution of exercises on a variety of resistance machines. _____
4. Instruct clients on correct range of motion necessary for safe execution of exercises on a variety of resistance machines. _____
5. Teach clients appropriate breathing techniques (inhaling and exhaling) for safe execution of exercises on a variety of resistance machines. _____
6. Instruct clients which resistance machines need spotting and how to spot other participants to ensure the safe execution of exercises. _____
7. Teach clients the specific muscles and/or muscle groups that each exercise or resistance machine targets so they can successfully complete programs. _____

Proficiencies

1. Demonstrate the ability to correctly position clients in resistance machines with attention to grip, stance, and alignment. _____
2. Demonstrate the ability to correctly align clients in resistance machines so joint axis is aligned with the machine's axis. _____
3. Demonstrate the ability to teach clients the correct speed and control of movement for both concentric and eccentric phases of a variety of exercises on resistance machines. _____
4. Demonstrate the ability to teach clients the appropriate range of motion and movement for the safe execution of exercises on a variety of resistance machines. _____

Section 4

5. Demonstrate the ability to teach clients the breathing techniques associated with all phases of exercise on resistance machines. _____
6. Demonstrate the ability to teach clients the necessary spotting techniques associated with the use of a variety of resistance machines. _____
7. Demonstrate the ability to teach clients about muscles and muscle groups used during a variety of exercises on resistance machines. _____

Free Weights

Course #

- a. Preparatory body position (grip, stance, alignment, etc.) _____
- b. Execution techniques _____
 - i. body position _____
 - ii. speed/control of movement _____
 - iii. movement/range of motion _____
 - iv. breathing _____
- c. Spotting techniques _____
- d. Muscular involvement _____

Knowledge

1. Knowledge of correct and incorrect body alignment, stance and grip in the performance of free weight exercises in the supine, seated and standing positions. _____
2. Knowledge of correct technique involved in the execution of free weight exercises, including ideal movement speed, use of a safe and effective range of motion, and maintenance of a proper body alignment throughout the exercise set. _____
3. Knowledge of the correct breathing technique during the execution of free weight exercises at sub-maximal and maximal intensity, and the benefits and risks involved in the use of the Valsalva maneuver. _____
4. Knowledge of the proper spotting technique for free weight exercises that require spotting. _____
5. Knowledge of the identity, role (agonist, antagonist, synergist), and resulting joint movement (extension, flexion, etc...) of specific skeletal muscles involved in the performance of various free weight exercises. _____

Skills/Abilities

1. Skill to demonstrate correct and incorrect initial body alignment, stance and grip for the performance of free weight exercises in the supine, seated and standing positions. _____
2. Skill to demonstrate proper technique for-various free weight exercises, including proper movement speed, range of motion, and body position and alignment during all phases of a lift. _____

Proficiencies

1. Ability to instruct clients in the correct initial body alignment, stance and grip for free weight exercises, promptly correct errors in position, and describe the possible consequences of improper body position. _____
2. Ability to instruct clients in the correct breathing technique during the execution of free weight exercises at sub-maximal and maximal intensity. _____
3. Ability to demonstrate correct general technique involved in the execution of free weight exercises, including ideal movement speed, use of a safe and effective range of motion, and maintenance of proper body alignment throughout the exercise. _____
4. Ability to correct general technique errors in the execution of free weight exercises and to describe possible consequences of use of incorrect technique. _____

Section 4

5. Ability to use verbal and visual cues to help clients target the correct muscles involved in the execution of the various free weight exercises. _____

Functional Training

Course # _____

Exercises in field of strength and conditioning including but not limited to: multi-joint, multi-planer, unstable surface/stance, trunk activation, stabilizing exercises, and etc.

Knowledge

1. Describe the preparatory body position for a variety of exercises. _____
2. Describe the following execution techniques for the selected activity: _____
 - a. Body position _____
 - b. Speed/control of movement _____
 - c. Movement/range of motion _____
 - d. Appropriate spotting or assisting techniques _____
 - e. Breathing _____
3. Describe muscles involved and the type of muscle actions being used. _____

Skills/Abilities

1. Demonstrate the preparatory body position for a variety of exercises. _____
2. Demonstrate the following execution techniques for the selected exercise: _____
 - a. Body position _____
 - b. Speed/control of movement _____
 - c. Movement/range of motion _____
 - d. Appropriate spotting or assisting techniques _____
 - e. Breathing _____
3. Demonstrate muscles involved and the type of muscle actions being used. _____

Proficiencies

1. Instruct a client on the proper performance of an explosive exercise. Include the following: _____
 - a. Preparatory body position (grip, stance, alignment, etc.) _____
 - b. Execution techniques including body position, speed/control of movement, movement/range of motion, breathing _____
 - c. Muscular involvement _____

Section 4

3. B. Instruct Clients on Other Non-Machine Exercise Techniques (including body position, speed/control of movement, movement/range of motion, breathing, and muscular involvement)

Course #

1. Cardiovascular exercises (running, walking, stepping, swimming, aerobic dancing, etc.). _____
2. Flexibility (static, ballistic, dynamic, PNF) _____
3. Calisthenics (pull-ups, push-ups, torso exercises, etc.) _____
4. Explosive exercises (plyometric, speed-strength, agility, reaction, power, etc.). _____

Knowledge

1. Knowledge of exercise prescription related to non-mechanized exercises for cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____
2. Knowledge concerning the identification of different types of exercise that can be performed without machinery for cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____
 - a. Frequency of exercise _____
 - b. Intensity of exercise _____
 - c. Duration of exercise _____
 - d. Exercise order _____
 - e. Progression of exercise _____
 - f. Rest and recovery _____
3. Knowledge concerning the proper attire and footwear (if applicable) recommended for different non-mechanized exercises. _____
 - a. Materials for heat and cold, including protection from sun _____
 - b. Sports bras and other support-related clothing _____
 - c. Proper footwear for the activity being pursued (one type does not work for all activities) _____
4. Knowledge of proper body positioning and alignment for cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____
5. Knowledge of proper form for cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____
6. Knowledge of the speed and control of movement for cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____
7. Knowledge of specific movements and ranges of motion related to cardiovascular conditioning, flexibility, calisthenics, and explosive exercises to enhance efficiency and reduce the chances of injury. _____
8. Knowledge of patterns of breathing to enhance ventilation, movement, core stability, and power during different exercises, including depth of breathing, frequency of breathing, and rhythm of breathing. _____
9. Knowledge of the prime movers and accessory muscle groups utilized in different cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____
10. Knowledge of the following terms related to cardiovascular conditioning, flexibility, calisthenics, and explosive exercises: over- and under-pronation, plyometrics, speed play, Valsalva maneuver, static stretching, ballistic stretching, dynamic stretching, and proprioceptive neuromuscular facilitation. _____

Section 4

Skills/Abilities

Course #

1. The ability to demonstrate the proper technique involved in different cardiovascular conditioning, flexibility, calisthenics, and explosive exercises, including body positioning, speed of movement, range of motion, breathing, and muscles being utilized. _____
2. The ability to detect improper techniques as the client exercises and to formulate a plan of action to remedy the improper technique. _____
3. The ability to prescribe drills or exercises to enhance technique in different cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____
4. The ability to prescribe drills or exercises to correct improper techniques in different cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____

Proficiencies

1. Demonstrate the ability to instruct clients on non-machine exercise techniques related to cardiovascular conditioning, flexibility, calisthenics, and explosive exercises. _____

Section 4

4. SAFETY, EMERGENCY PROCEDURES AND LEGAL ISSUES

4. A. Practice safety procedures

Course #

1. Recognize properly maintained equipment.
2. Provide a safe exercise environment.
3. Recognize overuse symptoms.

Knowledge

1. Describe the proper function and action of exercise equipment and any special safety considerations.
2. Describe the area where injury may occur with the use of the equipment.
3. Describe the areas or factors that may cause injury in an exercise facility and steps for prevention to ensure a safe environment. Describe the mechanism for developing an overuse injury, what are the steps to prevent or avoid them.
4. Describe the areas that need to be properly maintained within a training facility in order to ensure a safe exercise area.

Skills/Abilities

1. Demonstrate the ability to maintain the following equipment:
 - a. Aerobic and anaerobic fitness area
 - b. Resistance machine area
 - c. Rehabilitation & special population machine area
 - d. Body-weight resistance apparatus area
 - e. Stretching area
 - f. Free-weight area
 - g. Lifting platform area
2. Demonstrate the ability to develop a maintenance schedule for cleaning and maintaining equipment.

Proficiencies

1. Interpret a scenario involving an exercise area and describe areas of potential problems with equipment failure and possibly hazardous circumstances.
2. Interpret an exercise prescription plan and identify the type, duration, frequency, and volume of exercise that may result in overuse injury.

Section 4

4. B. Follow Emergency Procedures

Course # _____

Knowledge

1. Understand that proper training in first aid is essential for the practice of personal training. _____
2. Understand that proper training in Cardiopulmonary Resuscitation (CPR) is essential for the practice of personal training. _____
3. Understand the importance of developing an Emergency Action Plan (EAP) for facility including plans for fire, tornado, hurricane, and flood. _____

Skills/Abilities

1. Provide appropriate first aid in cases of emergency and non-emergent injuries or illnesses that occur in and around facility. _____
2. Provide appropriate CPR in cases of life-threatening injuries or illness. _____
3. Develop an EAP that addresses the design of the facility and personnel available to assist in case of an emergency. _____
4. Develop a contact sheet available at each phone that details the steps of calling for emergency assistance from local fire or police departments. _____
5. Instruct or be instructed on how to use EAP effectively. _____

Proficiencies

1. Demonstrate appropriate first aid in cases of emergency and non-emergent injuries or illnesses. _____
2. Demonstrate appropriate CPR in cases of life-threatening injuries or illness. _____
3. Design an EAP that addresses the design of the facility and personnel available to assist in case of an emergency. _____
4. Practice an EAP in a mock emergency and non-emergent situation. _____

Section 4

4. C. Recognize Professional, Legal, and Ethical Responsibilities

Course # _____

1. Recognize litigation issues. _____
2. Maintain professional client/trainer relationship. _____
3. Maintain client/trainer confidentiality. _____

Knowledge

1. Define common law, statutory law, civil law, criminal law, contract law, and tort law. _____
2. Define negligence, duty, standards of practice, breach of duty, causation, and damages. _____
3. Identify the NSCA's Strength and Conditioning Standards and Guidelines, and ACSM's Health/Fitness Standards and Guidelines. _____
4. Identify the importance of documentation of all communication between trainer and client. _____
5. Identify the importance of maintaining a professional relationship with a client at all times. _____
6. Discuss the importance of maintaining client/trainer confidentiality in all written and oral communication. _____

Skills/Abilities

1. Conduct an initial interview with a client to discuss informed consent to ensure client understands assumption of risk and completion of a personal services contract. _____
2. Conduct a pre-participation screen and medical clearance with a client during initial consultation and use such information for the development of a program within the trainer's scope of practice. _____
3. Develop an emergency plan should an emergency arise. _____
4. Conduct all interviews and training sessions in a professional manner to include the use of professional language and appearance in a predisposed setting. _____
5. Demonstrate the security of all client/trainer documentation. _____

Proficiencies

1. Demonstrate the ability to work with a client within the confines of the law in a manner such as to avoid injury to the client and legal action upon the personal trainer. _____
2. Demonstrate the ability to work with an individual regardless of age, race, and/or religious background in a professional manner. _____
3. Demonstrate the ability to work with a client without divulging client information to anyone without the need to know. _____

Section IV

PROGRAM REQUIREMENTS PERSONAL TRAINING PROGRAM

- The sequencing and availability of courses in each of the subject matter areas listed in Section III should be made available to the students.
- The subject matter should be instructed, evaluated, and instructional effectiveness be assessed on a regular basis
- Program personnel must ensure that the objectives, content, and activities stated in the curriculum represent current concepts and practice.
- Instruction should follow a plan which documents appropriate learning experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, and supervised practical experience.
- Faculty members responsible for teaching required subject matter should be qualified through professional preparation and experience in their respective academic areas.
- The strength and conditioning curriculum should include provisions for practical experiences under the direct supervision of qualified preceptors in acceptable settings.
- A preceptor should have appropriate experience, as such, in the supervision of students studying strength and conditioning.
- It is the responsibility of the institution (Program Director, Chairperson, and CSCS or NSCA-CPT Sponsor) to notify the NSCA of any changes in the program or in personnel during the period of recognition.
- By signing below, all parties testify that the information provided in this application is true and correct to the best of their knowledge.

Department Chairperson (or Dean)

Date

Program Director

Date

CSCS or NSCA-CPT Sponsor

Date

CHECKLIST

- _____ The application free of \$500.00 is enclosed
- _____ Application is typed
- _____ All information is provided
- _____ All supporting documents, such as syllabi for each course identified in Section 3 and 4 are attached.
- _____ All CSCS or NSCA-CPT associated with the program are identified.
- _____ Three completed copies (2 with original signatures) are provided.
- _____ Completed KSA forms, returned to the NSCA

If you have any questions regarding this application, please contact the NSCA National Office prior to submitting this application at 800-815-6826. Thank you.

NSCA Mission Statement

As the worldwide authority on strength and conditioning, we support and disseminate research-based knowledge and its practical application, to improve athletic performance and fitness.



National Strength and Conditioning Association

Education Recognition Program

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