



**2017-2018**

# ***Personal Fitness Trainer***

**OUTLINE**

## **DESCRIPTION:**

Personal Fitness Trainers are responsible for applying fundamental exercise science and fitness program design principles for the achievement of health and fitness goals of clients and fitness enthusiasts in a public or private setting. Personal trainers implement and promote the use of safe and effective exercise prescription through appropriate client screening, consultation, and evaluation. Personal trainers motivate and educate their clients, and other fitness enthusiasts, in an effort to improve levels of fitness and maintain an enhanced health and well-being. The information covered by this class will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Activities in this course include work-based learning that connects students to industry and the local community.

***Personal Fitness Trainer has been UC a-g approved to meet elective (“g” – Interdisciplinary) requirement.***

## **INFORMATION:**

- A. Pre-requisite: Biology (Recommended)
- B. Length: One year
- C. Sector: Health Science and Medical Technology
- D. Pathway: Patient Care

<b>O*Net SOC Codes</b>	
<b>Code #</b>	<b>Title</b>
39.9031.00	Fitness Trainers and Aerobics Instructors

<b>Orientation</b>
<ul style="list-style-type: none"><li>A. Introduce the course and facilities.</li><li>B. Discuss the syllabus and major objectives.</li><li>C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.</li><li>D. Review instructor/student expectations.</li><li>E. Explain enrollment and attendance requirements and procedures.</li><li>F. Review grading and student evaluation procedures.</li><li>G. Discuss the community classroom aspect of the program if applicable.</li><li>H. Discuss the “next steps” related to additional education, training, and employment.</li><li>I. Review classroom safety, emergency and disaster procedures.</li></ul>
<b>1. Communication Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.</li><li>B. Read and interpret written information and directions.</li><li>C. Practice various forms of written communication appropriate to the occupation.</li><li>D. Practice positive body language skills.</li><li>E. Practice professional verbal skills for resolving a conflict.</li><li>F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.</li></ul>
<b>2. Interpersonal Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate positive teamwork skills by contributing to a group effort.</li><li>B. Practice the importance of diversity awareness and sensitivity in the workplace.</li><li>C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.</li><li>D. Practice participation skills.</li><li>E. Identify different personality types and strategies for working effectively with each type.</li><li>F. Practice business and social etiquette skills appropriate to the occupation.</li><li>G. Discuss the role of business and personal ethics in the decision-making process.</li><li>H. Evaluate various job-related scenarios and justify decisions based on ethics.</li><li>I. Demonstrate flexibility and adaptability in working with others.</li><li>J. Demonstrate the use of time management skills.</li></ul>

<b>3. Employability Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.</li><li>B. Prepare a resume, cover letter, and job application forms.</li><li>C. Demonstrate interviewing techniques using appropriate tone and body language.</li><li>D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.</li><li>E. Identify strategies for employment retention.</li><li>F. Analyze the impact of social networking on employability.</li><li>G. Identify the need for continuing education, professional development, and professional growth in chosen field.</li><li>H. Identify appropriate procedures for leaving a job.</li><li>I. Identify sources of job information, including electronic sources.</li><li>J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.</li></ul>
<b>4. Leadership</b>
<ul style="list-style-type: none"><li>A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.</li><li>B. Work with peers to promote divergent and creative perspectives.</li><li>C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.</li><li>D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</li><li>E. Employ ethical behaviors and actions that positively influence others.</li><li>F. Use a variety of means to positively impact the direction and actions of a team or organization.</li><li>G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.</li></ul>
<b>5. Personal and Occupational Safety</b>
<ul style="list-style-type: none"><li>A. Demonstrate procedures to be followed in the case of emergencies.</li><li>B. Discuss ways to report a potential safety hazard to a supervisor.</li><li>C. Identify and discuss cyber ethics, cyber safety, and cyber security.</li><li>D. Apply personal safety practices to and from the job.</li><li>E. Describe the procedure for reporting a work-related hazard or injury.</li><li>F. Recognize the effects of substance abuse in the workplace.</li></ul>
<b>6. Career Development</b>
<ul style="list-style-type: none"><li>A. Describe the responsibilities of a personal fitness trainer.</li><li>B. Explain the skills needed to be a successful personal trainer.</li></ul>

- C. List various certification agencies, their purpose, scope of recognition, and amount of training required (e.g., AFAA, AAI, AFST, ACSU, ACE, NASM, ACSM).
- D. Identify various facilities and job opportunities for personal trainers.
- E. State the qualifications required by various industries.
- F. Identify sources of continuing education and the requirements.
- G. Identify strategies for test taking.

## 7. Anatomy and Physiology

- A. List the major body systems and give general functions of each: Integumentary, Muscular, Skeletal, Nervous (including senses), Cardiovascular, Endocrine, Lymphatic, Immune, Respiratory, Gastrointestinal, Urinary, and Reproductive.
- B. Identify skeletal structures.
- C. Describe the structure, role and function of the skeletal and muscular systems.
- D. Identify major primary, secondary, and stabilizing muscles.
- E. Describe the different types of joints.
- F. Explain the interrelation of muscle, bone, and connective tissue in force production.
- G. Understand terminology used to describe body part locations, reference positions, planes of motion, and anatomical directions.
- H. Describe the reactions and functions of the muscular, skeletal, and cardiorespiratory systems with and without exercise conditioning.
- I. Describe the physiological effects of aging on the body.
- J. Differentiate between anatomy and physiology.
- K. Define common suffixes, roots, and prefixes used in medical terms related to personal training.
- L. Describe common conditions, diseases and disorders that affect each body system.

## 8. Kinesiology and Biomechanics

- A. Describe functional anatomy, muscle contractions, and the effects of stress placed on joint structures during exercise movements.
- B. Describe neuromuscular function and the physiology of exercise in relation to exercise programs and environmental factors.
- C. Describe the roles of muscles during balance and flexibility training.
- D. Identify muscle movement types including compound movements and muscle isolations.
- E. Differentiate between kinesiology and biomechanics.
- F. List key biomechanical and scientific principles.

## 9. Nutrition

- A. List common vitamins, minerals, proteins and their effect on the body.
- B. List the recommended daily amounts for common nutrients.
- C. Compare common weight loss diet plans, identify the benefits and risks.
- D. Describe the importance of assessing a client to determine appropriate intake of carbohydrates, fats, and proteins in a healthy eating

plan.

- E. Identify nutritional requirements during physical activity (hydration, energy needs).
- F. Identify common supplements used to improve health and fitness.
- G. Review enzymes in their role as a catalyst in cellular reactions and nutrients used as fuels during exercise.
- H. Describe the basics of the food pyramid.
- I. Identify high-energy phosphates and interactions between aerobic and anaerobic ATP production during exercise.
- J. Describe the relationship of calories to energy.
- K. Review guidelines and standards by accepted organizations (e.g., American Dietetic Association, U.S. Department of Agriculture, and American Heart Association).
- L. Identify healthy food choices in various setting (home, fast food, restaurants).

## 10. Health Psychology and Behavior

- A. List psychological factors that influence an individual's self-image and their impact.
- B. Identify factors that indicate a client's readiness to change.
- C. Demonstrate methods used to help clients to clarify and refine needs and motivations.
- D. Identify healthy and unhealthy lifestyle choices and their impact.
- E. Define the components of physical fitness as it relates to a wellness program.
- F. Assist a client in setting achievable personal goals, including short and long term goals.
- G. List common barriers and solutions for achieving personal goals.
- H. Assess the negative effects of unmanaged stress, substance abuse, and disease to overall wellness.
- I. Identify common forms of stress and the impact on wellness.
- J. Identify strategies that facilitate behavior change.
- K. Describe the characteristics of wellness.
- L. Describe holistic health.

## 11. Communication and Teaching Techniques

- A. Identify factors that build and enhance rapport with clients (e.g., empathy, genuineness, non-judgmental responses, client confidentiality).
- B. Identify how culture can play a role in communication, lifestyle, and diet, personal and intrapersonal behavior.
- C. Demonstrate methods to empathize with a client's lack of experience, knowledge, or expertise.
- D. Demonstrate appropriate customer service skills.
- E. Identify appropriate weight room and facility etiquette.
- F. Describe the importance of building long term relationships with clients.
- G. Interpret common body language and recognize incongruities between verbal and nonverbal behaviors.
- H. Define common learning styles and theories and discuss how they may influence training.
- I. Identify common client misconceptions about program progress.
- J. Identify performance enhancing aids along with health and legal ramifications.

## 12. Health Assessment

- A. Demonstrate how to perform fitness and health assessments, including posture, cardiorespiratory endurance, joint range of motion (ROM), body-fat analysis, blood pressure, and body measurements.
- B. Identify trends in technology and how technology can be used to increase personal fitness.
- C. Identify physical limitations of individual clients and specialize training needs.
- D. Describe the process of conducting an initial health and fitness evaluation.
- E. Complete client-screening procedures including a medical and health history.
- F. Describe the relationship between BMI, waist to hip ratio, circumference measures, body weight, and determination of appropriate body weight.
- G. Identify common eating disorders and their effect on wellness.

## 13. Training Methodologies/Exercise Program Design

- A. Evaluate the benefits, disadvantages, and risks of various training methodologies (e.g., Flexibility, Cardiorespiratory, Weight, Core, Balance, and Resistance Training).
- B. Identify principles of exercise prescription development, including resistance and weight training, flexibility, and cardiovascular programming.
- C. Select appropriate program modifications for special populations (e.g., older adult, hypertension, diabetes, asthma, obesity, basic orthopedics, youth, and pregnancy).
- D. Identify the function of various exercise equipment.
- E. Identify the goals and objectives of various clients.
- F. Identify how various disease conditions can affect physical fitness and training plans.
- G. Describe resistant and weight training program requirements for all age groups.
- H. Define training volume, sets, repetitions, load, frequency, and rest periods.
- I. Demonstrate proper use of various types of fitness equipment.
- J. Describe isometric, dynamic, and isokinetic exercise.
- K. Explain the benefits of stretching and flexibility as an important component of a fitness plan.
- L. List exercises that work specific muscles or muscle groups.

## 14. Professional, Legal, and Ethical Responsibilities

- A. Identify the Personal Trainers' Scope of Practice.
- B. Explain the Physical Trainer Code of Ethics.
- C. Describe the implications of the Health Insurance Portability and Accountability Act (HIPAA) and the implications for a personal trainer.
- D. Identify the major local, district, state, and federal regulatory agencies, entities that affect the industry.
- E. Identify common laws and regulations that affect personal trainers.

- F. Demonstrate understanding of the violation of ethical standards and unethical behavior.
- G. Accurately complete commonly used forms (e.g., health assessment, training agreements, and contracts).
- H. Explain the importance of professional development.

## 15. CPR

- A. Demonstrate the proper procedures used in one and two person CPR on infants, children, and adults.
- B. Pass a CPR exam with a 90% or higher. \*\*
- C. Define emergency preparedness.
- D. Identify the difference between medical emergencies and non-emergencies.
- E. Identify common situations that may require the use of CPR.
- F. Explain the Good Samaritan Law.
- G. List the links in the chain of survival.
- H. Explain the importance of early access to an AED.
- I. Discuss moral and legal implications for performing first aid and CPR.
- J. Identify common blood borne pathogens and methods for prevention.

\*\*Completion of unit does not include CPR card or certification

## 16. Injury Prevention

- A. Identify the causes of commonly occurring injuries and methods of prevention.
- B. Develop an injury management and emergency medical plan.
- C. Describe common methods of treating and caring for injuries.

## 17. Sales, Marketing, and Management

- A. Demonstrate math skills in a retail environment (e.g., counting change, calculating sales tax, markups).
- B. Demonstrate effective customer service skills.
- C. Demonstrate techniques for dealing with customer difficulties.
- D. Conduct ethical selling practices.
- E. State the purpose for having a business plan.
- F. Evaluate factors to be considered in choosing the business location.
- G. Create a preliminary floor and location plan.
- H. List examples of start-up costs, operating costs, and personal expenses.
- I. Identify the basic methods of financing a new business.
- J. Develop a marketing strategy and identify target markets.
- K. Identify promotional concepts.

- L. Compare and contrast ethical and unethical business practices.
- M. Identify the types of human, natural, and economic business risks and how to mitigate them.
- N. Define loss prevention and identify strategies to reduce loss and the salesperson's role in reducing loss.
- O. Explain the importance of managing social media as a marketing tool.

## Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. Students will analyze the state of the fitness industry and personal training market and develop a personal career track, including certification.	6A- G	3 4	2 3	B12.0	LS 11-12.1, 11-12.2, 11-12.6
3. Students will demonstrate knowledge of human anatomy and physiology via a practical lab exam using components of a disarticulated skeleton, anatomical models, and/or diagrams. *	7A-L	1 5	5 10	B8.0 B12.0	LS11-12.1, 11-12.2, 11-12.6 RSIT 11-12.8 RLST 11-12.4
4. Students will demonstrate various exercises/stretching focusing on the objective and benefit of each move and its proper form. They will demonstrate the principles of body mechanics as they apply to the positioning of clients. They will then perform a flexibility assessment on student partner.*	8A-E	2 5 9	5 11	B8.0, B9.0	RLST 11-12.3 PS 2.A, 2.C PS 3.C
5. Using a plumb line, students will observe a classmate from the anterior, posterior, sagittal and transverse views. Students will note any postural deviations and devise plans to address those issues in an exercise program.*	12A, B, D	1 9	2 5 10	B8.0	LS 11-12.1, 11-12.5, 11-12.6 RLST 11-12.3 PS 2.A, 2.C
6. In teams, students will develop workouts incorporating speed and agility drills appropriate to the various levels of conditioning within the class. As another team completes the workout, students will properly record the results of each drill.*	12A,C-F 13A-C,E,G,I	2 9	2 5 9 10	B8.0	PS 2.A, 2.C PS 3.C

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
7. Students will create specific menus and recipes for clients, identifying ingredients needed to prepare healthy meals. Students will analyze recipes and menus for caloric, fat, protein, carbohydrate, sodium, and fiber content.*	9A,B,D,E,H,L	1 5 6	4 5 10	B3.0	RSIT 11-12.7 A-CED 3 N-Q 2, 3
8. Students will complete a food journal for one week and analyze the nutritional content using online nutritional analysis calculators. Students will write a reflective essay on the findings, suggestions on how to improve their nutrition, and their personal nutrition goals for the year.*	9A-L	2 4 6	2 4	B3.0	A-CED 3 N-Q 2, 3
9. Students will analyze the influence of culture, media, technology, and other factors on personal health and body image. Students will write an analysis of cultural and media influences that affect body image, self-assess how they feel about their own body image and how this affects their self-esteem, and describe and share how they can help others think about their bodies in positive ways.*	10A, C, D	2 5 6	2 5 8	9 12	LS 12.1,12.2 RSIT 12.7 RLST 12.9 WS 12.7
10. Using a discussion format, students will contribute ideas regarding what physical and emotional signs can indicate the presence of stress. Students will identify health-related conditions brought on by stress and ways to manage stress effectively and positively. Students will create a stress management techniques document that they can use as a point of reference for dealing with their own circumstances, as well as to serve as a study guide to demonstrate mastery of stress management strategies.*	10D, H, I, L, K	2 6	2 6	9 12	SLS 12.1

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
11. Students will practice/demonstrate using skinfold calipers to accurately calculate an individual's body density.*	12A, D, F	1 4 6 9	5 10	B4.0	RLST 11-12.4
12. Students will design resistance training programs and implement biomechanical elements into creating safe, effective and efficient exercise movements, including those that incorporate mind-body exercise techniques into workouts that address clients' needs for stress relief.*	12A-E 13A-L	6	5 10	B8.0, B9.0	PS 2.A, 2.C PS 3.C
13. Students will demonstrate how specific exercises should be modified for various clients with specific injuries or conditions.*	13C,F,I	1 5	5 10	B9.0	RLST 11-12.9 PS 2.A, 2.C
14. Students will debate the legal and ethical implications of decisions made in patient care, including how a medical provider or patient's personal belief system may impact the patient.*	14A,B,E,F	1 2 5	2 4 8	B6.0 B13.0	LS 11-12.3 LS 11-12.6 SLS 11-12.1 SLS 11-12.2
15. Using various scenarios, students will demonstrate a common medical emergency or injury and outline a response; students will write out action plans for the medical emergencies and injuries likely to occur in a training facility.*	15A, C-I 16A-D	5 6 7	2 5 6 8	B8.0	LS 11-12.1, 11-12.5, 11-12.6

\* = UC a-g required assignment

## Standards Assessed in this Program

### Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

### Anchor Standards

#### 2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

#### 3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### 4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

#### 5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

#### 6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

#### 7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

#### 8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

## **9.0 Leadership and Teamwork**

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

## **10.0 Technical Knowledge and Skills**

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

## Pathway Standards

### **Health Science and Medical Technology - Patient Care Pathway**

**B3.0** Know how to apply mathematical computations used in healthcare delivery system.

**B4.0** Recognize and practice components of an intake assessment relevant to patient care.

**B8.0** Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

**B9.0** Implement wellness strategies for the prevention of injury and disease

**B12.0** Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning

## Common Core State Standards

### **ENGLISH LANGUAGE ARTS**

#### **Language Standards**

**LS 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**LS 11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LS 11-12.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LS 11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**LS 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Reading Standards for Information Text**

**RSIT 11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### **Reading Standards for Literacy in Science and Technical Subjects**

**RLST 11-12.3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RLST 11-12.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RLST 11-12.9:** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

## Speaking and Listening Standards

**SLS 11-12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLS 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

**SLS 11-12.1d:** Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

## Writing Standards

**WS 11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

**WS 11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## MATHEMATICS

### Algebra - Creating Equations

**A-CED 3:** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

### Number and Quantity

**N-Q 2:** Define appropriate quantities for the purpose of descriptive modeling.

**N-Q 3:** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

## SCIENCE

### Physical Sciences

**PS 2.A:** Forces and Motion

**PS 2.C:** Stability and Instability in Physical Systems

**PS 3.C: Relationship Between Energy and Forces**