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## **BCRPA Supervisor of Fitness Leaders (SFL) Application**

**Name:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **City:** \_\_\_\_\_  
**Postal Code:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

### **Course(s) Applying For:**

- Weight Training       Yoga Fitness       Aquatic Fitness  
 Pilates Fitness       Group Fitness

### **Requirements:**

#### ***OPTION 1:***

\_\_\_\_\_ University Degree, Diploma or Certificate in Physical Education, Kinesiology or other related Health and Fitness area

**Note:** Your education must be equivalent to the 27 credits of core courses from SFU's Health and Fitness certificate. To view a listing of these courses please see the appendix

#### ***OPTION 2:***

\_\_\_\_\_ Advanced Fitness Leader registration in specialty module to be supervised

#### ***BOTH OPTIONS REQUIRE:***

\_\_\_\_\_ Current BCRPA registration (out of province registration will be reviewed and assessed on an individual basis)

\_\_\_\_\_ Current First Aid (current within 2 years of issue date) and CPR (current within 1 year of issue date)

\_\_\_\_\_ Resume of practical experience detailing 30 hours of recent supervisory experience as well as 70 hours of on-floor instruction in specialty module

\_\_\_\_\_ Recognized Supervisors course from an established university, college or business school (i.e. Justice Institute, Community College)

\_\_\_\_\_ Instructional Competency Evaluation (ICE) Workshop. Contact the BCRPA office for registration procedures.

\_\_\_\_\_ Shadow ICE (the shadow ICE will be explained during the ICE workshop)

**Note:** For a shadow ICE you will need to contact a current ICE evaluator. If you are already an SFL or TFL in another practical module (i.e. weight training) you won't need to shadow but you will have to perform a mock ICE which will be explained during the ICE workshop.

\_\_\_\_\_ Two reference letters (current within 1 year) from a Supervisor or Manager/Owner of a fitness facility indicating competencies

### **Review Fee:**

\_\_\_\_\_ \$30.00 VISA/MC# \_\_\_\_\_ Exp. Date \_\_\_\_\_

Signature \_\_\_\_\_

Enclose copies of all documents verifying the above information **together** and mail to the BCRPA office.  
Please allow 4-6 weeks for processing. \$25 NSF fee.

## **Appendix**

### **SFU Health and Fitness Certificate**

For those applicants who want to obtain their Supervisor of Fitness Leaders (SFL) designation one of the options is to have post-secondary education which covered equivalent information to that found in SFU's Health and Fitness Certificate.

The BCRPA requires applicants to submit transcripts (unofficial are fine) and course outlines along with their SFL and/or TFL application. The BCRPA uses this information to verify whether or not an applicant has the necessary post-secondary education to gain the designations.

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**Required Courses:** (Applicants must have completed all of the courses below or equivalent)

KIN 105
KIN 110
KIN 140
KIN 142
KIN 143
KIN 342 or 343

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**Electives:** (Applicants must have completed 3 of the courses below or equivalent)

KIN 207
KIN 241
KIN 303
KIN 310
KIN 312
KIN 325 or 326
KIN 340
KIN 367
KIN 375
KIN 461

## **Required Courses**

### **KIN 105: Fundamentals of Human Structure and Function**

This course will provide students with a basic understanding of anatomy and physiology of the nervous, muscular, endocrine, cardiovascular, lymphatic, respiratory, urinary and digestive systems of the human body

### **KIN 110: Human Nutrition**

This course is an introduction to the principles of human nutrition with an emphasis on its role in maintaining good health. After completion of this course students will be able to:

- discriminate between reliable and unreliable nutrition information
- explain the roles of different nutrients within the body, and identify good dietary sources
- define healthy body weights and discuss strategies for attaining and maintaining a healthy weight
- describe relationships between nutrition, health and chronic disease
- perform a diet analysis and develop strategies for improving your diet
- explain common causes and consequences of food borne illnesses and proper food safety practice to reduce incidence of food borne illness

### **KIN 140: Contemporary Health Issues**

This course is designed to provide students with an introduction to a variety of health issues and is intended for any student who has an interest in the area of health. After completion of the course, students will be able to:

- evaluate health information for reliability
- critically examine many concepts that affect the health of a society and its individual members
- appreciate the importance of personal responsibility for health
- develop and participate in a debate on current health issues such as health care delivery and legislation; nutrition; exercise and health, drug use and abuse and the environment

### **KIN 142: Introduction to Kinesiology**

This course will cover basic procedures for the assessment of the status and performance of the individual according to the principles of anthropometry, functional anatomy, biomechanics, exercise physiology, and motor learning.

### **KIN 143: Exercise Management**

This course introduces the student to the areas of exercise management and exercise physiology. The importance of individual variation and personal exercise prescription is emphasized. This course includes:

- Introduction to Wellness and Developing a Fitness Plan
- Basic Principles of Exercise
- Cardiorespiratory Endurance
- Oxygen Transport and Cardiorespiratory Conditioning
- Sport Specific Training Programs (Energy Systems)
- Muscular Strength and Endurance
- Flexibility and Back Health
- Body Composition, Nutrition and Weight Management
- Fitness Programming
- Exercise for Sport, Strength and High Intensity Training
- Nutrition for Athletes
- Active Health (Stress and Cardiovascular Health)

## **KIN 342: Active Health**

The purpose of the course is to:

- expose you to the client centred approach to counselling
- give practice in goal setting and communication
- teach how to select and perform measurements of the different components of fitness
- explain how various tests have been developed and validated
- show how to interpret test results
- guide you in designing safe and effective exercise programs for people with different fitness goals
- help you monitor progress and motivate individuals toward continued activity
- give you an appreciation for ethical, legal, and professional issues facing fitness leaders

## **KIN 343: Active Health – Assessment & Programming**

This course is designed to give students an in-depth knowledge of fitness evaluation and counselling. In addition to examining the scientific validity of numerous fitness tests, the practicality of their use in the fitness industry will be discussed. The course also covers the design of exercise regimes for the general public. The course hopes to bridge the gap between academic and practical issues in the areas of fitness evaluation and appraisal. This course is intended for any student who has an interest in the area of fitness evaluation and guidance, be that interest directed towards health care, research, the fitness industry or education.

## **Elective Courses**

### **KIN 207: Information Processing in Human Motor Systems**

An introduction is provided to basic concepts in the motor systems underlying goal-directed human movement. Problems of planning and control of goal-directed movements, and maintaining stability are considered in an information processing framework, from psychological, physiological and computational perspectives. We will consider the roles of motivation, memory, and attention, sensory and central control of movement, and a range of movements from simple limb movements, through more complex movements including aiming, grasping, manipulation, speech and locomotion. Upon completion of the course, the student should have an understanding of basic concepts, approaches and problems in human motor systems. Topics covered include:

- Human Movement - Introduction and 4 Basic Problems
- Methodologies and Methods for Studying Motor Performance
- Human Information Processing: Psychological perspectives
- Human Information Processing: Physiological perspectives
- Sensory and Central Contributions to Motor Control
- Aiming, Fitts's Law and the Speed-Accuracy Tradeoff
- Coordination in Discrete vs Continuous Tasks
- Individual Differences

### **KIN 241: Sports Injuries**

This course will cover:

- Preparation for Physical Activity
- First Aid; Biomechanics; Inflammation; Wound Healing
- Skin; Foot - Anatomy & Injuries
- Ankle - Anatomy & Injuries
- Knee - Anatomy & Injuries
- Lower leg – Anatomy & Injuries
- Hip, Groin and Thigh; Pelvis and Genitalia
- Spine - Anatomy & Injuries
- Thorax and Abdomen; Head and Neck
- Shoulder - Anatomy & Injuries
- Upper Extremity - Anatomy
- Upper Extremity - Injuries

### **KIN 303: Kinanthropometry**

Kinanthropometry is the study of human size, shape, proportion, composition, maturation and gross function related to basic concepts of growth, exercise, performance and nutrition. The course will focus on the use of anthropometry to monitor physique status, assess body composition, monitor growth and aid in workplace design. In addition, advanced techniques in body composition will be discussed.

### **KIN 310: Exercise / Work Physiology**

This course examines the study of human physiological responses and adaptations to acute and chronic exercise or work, with particular focus on cardiorespiratory, cellular, and metabolic adaptations. We cover how the body accommodates the increased demands associated with exercise or work, the mechanisms and consequences of adaptation to repeated bouts of exercise or work training, how the body's responses to exercise or work require a coordinated integration of physiological systems, the effects of environmental factors on the physiological responses to exercise or work, and how to assess the physical demands of exercise or work.

### **KIN 312: Nutrition for Fitness and Sport**

This course examines the theory and application of nutrition for fitness and sport. We will cover issues around dietary practices commonly promoted for performance enhancement, including mechanisms, effectiveness, risks, and regulations. You will learn skills for critical evaluation of nutrition research and nutrition claims by participating in a group project that spans the entire semester.

### **KIN 325: Basic Human Anatomy**

This course consists of a systematic study of human anatomy. It will provide knowledge of the basic facts and principles of body structure and function. Emphasis will be placed on the skeletal, articular and muscular systems and the role they play in human movement.

### **KIN 326: Functional Anatomy**

This course consists of a systematic study of human anatomy. It will provide detailed knowledge of the macroscopic structure of the organs of the human body. Emphasis will be placed on the skeletal and muscular systems and the role they play in human movement.

### **KIN 340: Active Health – Behaviour and Promotion**

This course examines the relationships among health, physical activity, and other health-associated behaviours. Background information is provided concerning the influence of fitness on various disease states as well as the epidemiology of health and exercise behaviours. The course examines the theories and models of health behaviour in the context of intervention and promotion strategies. Specific topics include:

- The relationship between exercise and longevity, obesity, diabetes, hypertension, osteoporosis, mental health and stress.
- The epidemiology of health & exercise behaviour.
- Theory and determinants of health & exercise behaviours.
- Intervention strategies for individuals.
- Social marketing.
- Health and fitness promotion in community, school and workplace.
- Population health and public policy.

### **KIN 367: Psychology of Motor Skill Acquisition**

This course examines the process of learning skills and the factors which influence the acquisition process. Specific topics include:

- The nature of learning, learning curves, plateaux, stages of learning
- Retention of skills: short term and long term memory
- Factors influencing retention of skills
- Transfer of training
- Knowledge of results and guidance

- Schedules of practice, observation, mental practice, whole vs. part learning
- Fatigue effects, speed versus accuracy in training
- Motivation: aspiration level, goal setting, reinforcement
- Individual differences and skill, the ability/skill distinction
- Age and skill: developmental changes, changes in later life
- Personality and skills
- Closed loop theory of skill learning
- Schema theory of skill learning

### **KIN 375: Human Growth and Development**

The emphasis of this course is on human variability. Variability is a biological fact. It is never more evident than during the processes of growth and development. At any given age a child may be large or small, mature or immature, plump or thin, or any combination thereof. Underlying this wide range of possibilities is the fact that all human bodies go through the same developmental stages en route from beginnings as a pre-embryonic mass of cells to their final form as mature, functional adults. We hope that this course will give you, the student, a basic understanding of this dichotomy—variability of form within a predictable framework of growth and development—to assist you in the decisions that you may face as coach, physical educator, or parent. In addition to discussion of the anatomical and physiological characteristics of the growing child, particular attention will be paid to the assessment of physical performance of children and the interpretation of such results.

### **KIN 461: Physiological Aspects of Aging**

An understanding of the physiological changes that accompany aging not only provides a context in which to understand the changes that affect each of us as we grow older, it also provides a foundation for health promotion in the fastest growing age bracket of our population. It is important to recognize that although aging is accompanied by certain functional limitations, these limitations do not need to infringe on quality of life. The elderly are a diverse and heterogeneous group and the human organism has great adaptability and potential. We need to not only acknowledge the potential of our elders but to promote and encourage this potential as well.

The goal of this course is for each student to gain a comprehensive understanding of the physiological changes and common diseases that accompany aging.