



# BCRPA Weight Training Module ICE Registration

# Form A

CANDIDATE INFORMATION: Please print clearly. You can access your Fitness Leader account at [www.thefitnessregistry.com](http://www.thefitnessregistry.com)

First Name:	Last Name:	BCRPA Leader ID:
Current Email Address in The Registry®		
Current First Aid in The Registry®	Attached? Yes / No	In The Registry®? Yes / No
Current CPR in The Registry®	Attached? Yes / No	In The Registry®? Yes / No
Is this your first BCRPA Module?	If yes, please provide your Fitness Theory Registration Date:	
BCRPA Weight Training Course Completion Certificate	Attached? Yes / No	In The Registry®? Yes / No

### Instructor Competency Evaluation (ICE) Procedure:

#### 1. Before you contact an Evaluator:

- Refer to the back of **Form D** for the components of the evaluation and to determine how you will be marked.
- Complete **Form B** (Exam Questions).
- Complete five (5) programs using **Form C-2**. To do this you will select any three scenarios from **Form E** and then complete two actual programs using two people you select yourself (friends/family members/classmates).
- Obtain permission from a local fitness facility to use it for your ICE evaluation.
- Arrange to have a friend act as a “client” for the evaluation.

**2. Contact an Evaluator:** When you are ready for your evaluation, please refer to the list of current evaluators found on this webpage as a downloadable PDF: <https://www.bcrpa.bc.ca/fitness/become-weight-trainer/#Step6>. Ensure your evaluator is currently registered – check their registration status in The Registry® of Fitness Professionals. You may then contact one directly to make arrangements for your evaluation. The evaluator will discuss the ICE procedure and how to submit your form B2 for marking. The evaluator will also discuss the date, time and location of the ICE as well as any fees they may charge you to conduct the ICE evaluation.

Please check and make sure that your BCRPA ICE PACKAGE contains the following forms:

**Form A:** ICE Registration Cover Letter  
**Form B:** Exam Questions

**Form C-2:** Program Design  
**Form D:** ICE Practical Evaluation - double-sided page

Your evaluator will email BCRPA confirmation once you have completed and passed the ICE.

PLEASE ALLOW 5 - 10 BUSINESS DAYS FOR PROCESSING upon received confirmation from ICE evaluator. Please check The Registry® of Fitness Professionals for registration status in the specialty. BCRPA will not notify Fitness Leaders regarding the status of the ICE package.

Date of ICE: \_\_\_\_\_



BCRPA Weight Training Module  
ICE Questions

Form B

The following pages list questions with point values. The passing mark for **each section is 75% for BCRPA Fitness Leaders and 85% for BCRPA Advanced Fitness Leaders**. Answers may be found in your theory and weight training course manuals. Some questions may require that you observe interactions in a fitness centre and interview facility owners, managers or employees. NOTE: Answers that require "ranges," such as heart rate ranges and repetitions, have been enlarged to encompass variances among resources; answers that fall within these ranges are acceptable.

**A. The Orientation**

1A. List steps an instructor can take to make a participant feel comfortable during an orientation.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ / 3

2A. What is the ParQ, and why should it be administered?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ / 2

3A. Describe the instructor's responsibilities when a participant answers "yes" to one or more of the risk factors on the ParQ.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ / 1

4A. Outline some realistic short-term goals for the 1<sup>st</sup> to 6<sup>th</sup> week of a new exercise program for an apparently healthy adult.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ / 5

**A. Orientation Total \_\_\_\_ / 11 \_\_\_\_ %**

**B. The Warm-Up**

1B. List five physiological changes that occur as a result of performing a proper warm-up.

I.  
\_\_\_\_\_  
II.  
\_\_\_\_\_  
III.  
\_\_\_\_\_  
IV.  
\_\_\_\_\_  
V.  
\_\_\_\_\_

\_\_\_\_ / 10

2B. Explain the concept of steady state (homeostasis). How does this concept relate to a warm-up?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ / 2

3B. Describe two heart rate formulas used to determine a participant's training heart rate.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ / 2

4B. What is an average pre-exercise heart rate in beats per minute (bpm) for a sedentary man or woman? What steps would you take when measuring it?

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\_\_\_ / 2

5B. What is considered a high pre-exercise resting heart rate for a sedentary man or woman? What could it mean? What is the next step when you detect such a rate?

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\_\_\_ / 3

6B. What is considered a low pre-exercise resting heart rate for a sedentary man or woman OF ANY AGE? What could it mean? What is the next step when you detect such a rate?

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\_\_\_ / 3

7B. Describe “aerobic” versus “anaerobic” exercise. List two activities for each.

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\_\_\_ / 2

8B. Describe three cues you would use to instruct a participant on how to establish neutral posture from a standing position.

I.

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II.

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III.

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\_\_\_ / 3

9B. Briefly describe the four types of stretching listed below. Provide an example of each. Describe the pros and cons of using each method in a warm-up.

	Static	Dynamic	Active	Passive
Description/ Example				
Pros				
Cons				

\_\_\_ / 12

B. Warm-Up Total \_\_\_ / 39 \_\_\_ %

## c. Workout Progression

**1C. How can a participant record and monitor his or her exercise progression for both weight training and cardiovascular training?**

Weight Training:

Cardiovascular Training:

\_\_\_ / 2

**2C. Describe the following principles as they apply to weight training: Progressive Overload, SAID principle and Rest between workouts.**

Progressive Overload:

SAID principle:

Rest between workouts:

\_\_\_ / 3

**3C. Using Frequency, Intensity, Time as your guideline, describe the training workloads for an apparently healthy unfit beginner.**

	Frequency	Intensity	Time
Weight Training			
Cardiovascular Training			

\_\_\_ / 6

**4C. List two methods of determining resistance workload and intensity, and one advantage and one disadvantage of each method.**

Method		
Advantage		
Disadvantage		

\_\_\_ / 6

**5C. Describe two methods, other than heart rate formulas, to determine training workload and intensity during cardiovascular exercise. List one advantage and one disadvantage of determining intensity through means other than heart rate.**

Method 1:

Method 2:

Advantage:

Disadvantage:

\_\_\_ / 4

**6C. List one verbal indicator and one visual indicator that suggest a participant may be experiencing discomfort or pain.**

Verbal indicator:

Visual indicator:

\_\_\_ / 2

**7C. Define the following terms:**

Concentric contraction:

Eccentric contraction:

Isometric contraction:

\_\_\_ / 3

**C. Workout Progression Total \_\_\_ / 26 \_\_\_ %**

## D. The Weight Room

1D. List the fitness equipment used in a weight room setting that would be classified as “free weights.” What are some advantages of using free weights instead of machines? Disadvantages?

Examples of free weights:

Advantages:

Disadvantages:

\_\_\_ / 3

2D. What are the some advantages of using machines instead of free weights? Disadvantages?

Advantages:

Disadvantages:

\_\_\_ / 2

3D. Define dynamic constant resistance (i.e. free weights, pulleys), dynamic variable resistance (i.e. Nautilus, Life Circuit, stairclimber) and isokinetic equipment (i.e. Hydragym, FitNet) and provide an advantage and disadvantage of using each type of resistance.

	Dynamic Constant Resistance	Dynamic Variable Resistance	Isokinetic Equipment
Definition			
Advantage			
Disadvantage			

\_\_\_ / 9

4D. List words or phrases that participants may use to describe goals for the following training disciplines: muscular endurance, muscular hypertrophy and muscular strength.

Muscular endurance:

Muscular hypertrophy:

Muscular strength:

\_\_\_ / 3

5D. Complete the following workout chart for each type of training discipline. (Note: Frequency indicates workouts *per muscle group per week*. \*Duration lists possible repetition ranges, therefore, examples may fall within the range listed.)

Training Type	Frequency (days/week)	Intensity of 1RM	Duration*			Rest Between Sets	Rest Between Workouts
			Sets	Reps	Time		
Muscular Endurance							
Muscular Hypertrophy							
Muscular Strength							

\_\_\_ / 21



5E. Describe two benefits of training the cardiovascular system at 70-90% of one's heart rate maximum. For whom would this be most beneficial?

Benefit:

Benefit:

Most beneficial for whom:

\_\_\_ / 4

6E. List three benefits of cardiovascular interval training.

I.

II.

III.

\_\_\_ / 3

7E. List the risks involved with consistent workouts training over 90% of heart rate maximum.

\_\_\_ / 3

E. Cardiovascular Total \_\_\_ / 24 \_\_\_ %

## F. Flexibility Training

1F. Apply the F.I.T.T. principle to flexibility training for participants who wish to increase range of motion (ROM).

\_\_\_ / 4

2F. Describe the most effective time for flexibility training during an exercise session.

\_\_\_ / 1

3F. Define: muscle spindles; golgi tendon organ; myotatic stretch reflex and inverse myotatic stretch reflex.

Muscle spindles:

Golgi tendon organ (GTO):

Myotatic stretch reflex:

Inverse myotatic stretch reflex:

\_\_\_ / 4

F. Flexibility Training Total \_\_\_ / 9 \_\_\_ %

## G. The Post-Workout Consultation

Form B

1G. List the points to address in the post-workout consultation.

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\_\_\_ / 3

2G. What is DOMS? Describe the current theory for this soreness.

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\_\_\_ / 2

3G. Describe the difference between “good” soreness and “bad” soreness.

Good soreness:

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Bad soreness:

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\_\_\_ / 3

4G. List indicators that suggest it may be appropriate to increase/decrease cardiovascular/weight training intensity:

	Indicator
INCREASE weight-training intensity	
INCREASE cardiovascular-training intensity	
DECREASE weight-training intensity	
DECREASE cardiovascular-training intensity	

\_\_\_ / 8

G. The Post-Workout Consultation Total \_\_\_ / 16 \_\_\_ %

## H. Safe Environment

1H. List three common points of gym etiquette that a weight room instructor could enforce.

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

\_\_\_ / 3

2H. List three reasons why a participant may be inattentive, which can lead to injury. Name a proactive measure that an instructor can employ to reduce the risk of each example.

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

\_\_\_ / 3

**3H. List 5 common, but correctable, technique errors that participants make while weight training.**

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_
- IV. \_\_\_\_\_
- V. \_\_\_\_\_

\_\_\_\_ / 5

**4H. Describe how you would approach a participant engaging in a high-risk exercise to determine if the exercise is appropriate for that individual. What would you do if the participant has a valid reason for doing that exercise? What would you do if he or she has no valid reason?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_ / 3

**5H. List five safety procedures for maintaining safe and effective equipment use (i.e. preventative maintenance).**

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_
- IV. \_\_\_\_\_
- V. \_\_\_\_\_

\_\_\_\_ / 5

**6H. List five weight room exercises that may be considered high risk for the general population.**

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_
- IV. \_\_\_\_\_
- V. \_\_\_\_\_

\_\_\_\_ / 5

**7H. Provide five instructional tips to reduce the risk of the following injuries and/or pain.**

Falling off a moving treadmill	
Injuries to toes, hands and fingers	
Chrome/metal slivers from barbells	
Shoulder impingement syndrome	
Back pain	

\_\_\_\_ / 10

**8H. List five exercises that require a spotter when using a workload that fatigues the muscles in less than 12 reps. Explain why a spotter is required.**

Five Exercises:

Why a spotter required:

\_\_\_\_ / 6

**9H. List the six steps for good spotter technique, including what to do if the participant has reached fatigue and requires your assistance.**

I.

II.

III.

IV.

V.

VI.

\_\_\_\_ / 6

**I. Safe Environment Total \_\_\_\_ / 46 \_\_\_\_ %**

## I. Scope of Practice

**1I. A potential exercise participant with a condition requiring medical clearance contacts you to start a low-intensity fitness program. AFTER receiving medical clearance, what is your Scope of Practice with this individual?**

\_\_\_\_ / 1

**2I. List four additional points from the BCRPA Scope of Practice.**

I.

II.

III.

IV.

\_\_\_\_ / 4

**I. Scope of Practice Total \_\_\_\_ / 5 \_\_\_\_ %**

## J. Referral Network

**1J. For each situation, list the name and phone number of an appropriate organization, and describe when you would refer a participant to such a service.**

	Name	Phone Number	When to refer?
Nutrition organization			
Back care resource (i.e. chiropractor or physiotherapist)			
Medical resource			
Psychological counseling			

**J. Referral Network Total \_\_\_\_ / 12 \_\_\_\_ %**

## K. Frequently Asked Questions

Form B

Answer each frequently asked question below, including what questions you may ask participants and how you would instruct them based on their question. For example:

**“What is the best exercise to reduce fat on my inner thighs?”**

**Question and clarify:** *What is your current fitness program (frequency, intensity, duration and exercises)? What are your current goals? Do you feel these goals are realistic?*

**Instruct:** *Demonstrate or teach one to four exercises for the requested body part. Include exercises that work opposing muscle groups. Remind participant that spot reduction does not work. That’s because exercise usually mobilizes fat from all areas of the body, not just from specific parts. Decreases in girth can occur with exercise training as a result of increased muscle density and loss of body fat. Exercises for one body part will be enhanced through a balanced weight-training program, combined with cardiovascular training and a healthy nutrition plan.*

**1K. “What is the best way to lose 15 pounds? How long will it take?”**

Question and clarify:

Instruct:

\_\_\_ / 2

**2K. “Which supplements should I take?” (Vitamins? amino acids? protein drinks? creatine?)**

Question and clarify:

Instruct:

\_\_\_ / 2

**3K. “Should I decrease my cardiovascular training intensity from 75% to 60% to increase fat loss? Is it true I am only burning fat after 20 to 25 minutes of cardiovascular training?”**

Question and clarify:

Instruct:

\_\_\_ / 3

**4K. “Which is better for cardio, the upright or recumbent cycle? Treadmill, stepper or elliptical trainer?”**

Question and clarify:

Instruct:

\_\_\_ / 2

**5K. Often participants have questions, but may be too shy to approach you. List methods you can use to encourage participant-instructor interaction and communicate to participants that you are approachable.**

\_\_\_ / 1

**K. Frequently Asked Questions Total** \_\_\_ / 10 \_\_\_ %

## Totals for Weight Training ICE Questions (Form B)

	A. Orient.	B. Warm Up	C. Workout Prog.	D. Wt. Room	E. Cardio Training	F. Flexibility Training	G. PW Consult.	H. Safe Envir.	I. Scope of Pr.	J. Referral Network	K. FAQ's	TOTAL
Marks												
Out of	11	39	26	46	24	9	16	46	5	12	10	244
Percent	%	%	%	%	%	%	%	%	%	%	%	%

**A passing mark is 75% for BCRPA Fitness Leaders and 85% for BCRPA Advanced Fitness Leaders for each section of the written exam.**  
 Answers may be found in your theory and weight training course manuals.

<i>Name Of Evaluator:</i>	<i>Phone:</i>
<i>Address:</i>	
<i>Evaluator Signature:</i>	<i>Date:</i>
<i>Candidate Signature:</i>	<i>Date:</i>

Evaluator

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## BCRPA Weight Training Module ICE Resource List

Form B

1. E. Aaberg, *Muscle Mechanics*, Human Kinetics, 1998
2. *ACE Lifestyle and Weight Management Consultant Manual*, American Council on Exercise, 1996
3. *ACE Personal Trainer Manual (Second Edition)*, American Council on Exercise, 1996
4. *ACSM Resource Manual for Guidelines for Exercise Testing and Prescription*, American College of Sports Medicine (ACSM) (1998), Third Edition, Baltimore, MD: Williams and Wilkins
5. *ACSM Fitness Book, Second Edition*, Human Kinetics, 1998
6. *ACSM's Health / Fitness Facility Standards and Guidelines, Second Edition*, Human Kinetics, 1997
7. M.E. Allen, B. Pothier, *Take Charge of Your Neck: The Exercise Guide to a Healthy Neck*, University Back Center, SFU, 1990.
8. M.J. Alter, *Science of Flexibility (Second Edition)*, Human Kinetics, 1996
9. C. Bailey, *Smart Exercise; Burning Fat, Getting Fit*, Houghton Mifflin Company, 1996
10. T.R. Baechle, R.W. Earle, *Essentials of Strength Training and Conditioning*, Human Kinetics, 2000
11. T.R. Baechle, B.R. Groves, *Weight Training Steps to Success*, Human Kinetics, 1992
12. T.R. Baechle and R.W. Earle, *Fitness Weight Training*, Human Kinetics, 1995
13. *BC Health Guide; Healthwise Handbook*, Healthwise Publications, 2000
14. T.O. Bompa, L.J. Cornacchia, *Serious Strength Training*, Human Kinetics, 1998
15. D. Brooks, *Effective Strength Training*, Human Kinetics, 2001
16. D. Brooks, *Program Design for Personal Trainers*, Human Kinetics, 1998
17. D. Brooks, *Program Design; Bridging Theory Into Application*, Movers International Publishing, 1997
18. M. Brzycki, *A Practical Approach to Strength Training*.
19. *Canada's Food Guide to Healthy Eating*, Health Canada, 1999
20. P. Chek, *Program Design; Choosing Reps, Sets, Loads, Tempo and Rest Periods*, Paul Chek Seminars, 1995
21. J. Clark, *Full Life Fitness: A Complete Exercise Program for Mature Adults*, Human Kinetics, 1992
22. B.B. Cook, G.W. Stewart, *Strength Basics*, Human Kinetics, 1996
23. C.B. Corbin, R. Lindsay, *Concepts of Physical Fitness (Seventh Edition)*, Wm. C. Brown Publishers, 1991
24. F. Delavier, *Strength Training Anatomy*, Human Kinetics, 2001
25. J. E. Donnelly, *Living Anatomy (Second Edition)*, Human Kinetics, 1990
26. J. Engel, *Complete Canadian Health Guide*, Key Porter Books, 1999
27. M.S. Feigenbaum and M.L. Pollock, *Strength Training: Rationale for Current Guidelines for Adult Fitness Programs*, Physician and Sports Medicine 25:44 – 64
28. S.J. Fleck, W.J. Kraemer, *Designing Resistance Training Programs*, Human Kinetics, 1997
29. D. Gagnon, and L. Forrester, *IDEA Personal Trainer Business Book; A Step by Step Guide to Success*, IDEA
30. W.C. Grantham, R.W. Patterson, T.D. York, M.L. Winick, *Health Fitness Management*, Human Kinetics, 1998
31. H. Hall, *The New Back Doctor*, Seal Books, 1995
32. E.T. Howley & B.D. Franks, *Health Fitness Instructor's Handbook*, Human Kinetics, 1997 and 2003
33. Jones, Chester et al, *Weight Training Injury Trends*. The Physician and Sportsmedicine, Vol. 28, No. 7, July 2000, pps. 61 – 72
34. E. Michaels, *Encyclopedia of Health and Aging: A Complete Guide to Health and Well-Being in Later Years*, Prima Publishing, 1997
35. W. McArdle et al., *Exercise Physiology – Energy, Nutrition and Human Performance, Fourth Edition*, Lea & Febiger Publishers, 1996
36. T. Olds, K. Norton, *Pre-Exercise Health Screening Guide*, Human Kinetics, 1999
37. J. A. Peterson, C. X. Bryant, *Strength Training for Women*, Human Kinetics, 1995
38. *Physical Activity and Health; A Report of the Surgeon General*, US Department of Health and Human Services, 1996
39. D. Turner and M.R. Uhlemann, *A Legal Handbook for the Helping Professional (Second Edition)*, Sedgewick Society for Public Education, 1998
40. W. Wescott, *Building Strength and Stamina*, Human Kinetics, 1996 (Second Edition 2003)
41. W. Wescott, *Strength Fitness; Physiological Principles and Training Techniques (Fourth Edition)*, W.C. Brown Publishers, 1995
42. J. & P. Wharton, *The Wharton's Stretch Book*, Random House, 1996
43. J.H. Wilmore, D.L. Costill, *Physiology of Sport and Exercise*, Human Kinetics, 1994
44. *YMCA Healthy Back Book*, Human Kinetics, 1994
45. V.M. Zatsiorsky, *Science and Practice of Strength Training*, Human Kinetics, 1995

### Weight Training Course Manuals are available by contacting BCRPA:

1. Lifeworks Strength Training Manual; LifeWorks Inc.
2. Fitness Group Weight Training Manual



# BCRPA Weight Training Module ICE Program Design Example

# Form C-2

Program designs must be completed after successful completion of the Weight Training Specialty Module Course. **Make five copies of this form.** Complete programs for three scenarios and two real participants (see Form E). Provide your evaluator with these completed forms prior to your practical evaluation. A complete program card must be attached to each program design.

<b>ICE Candidate Name:</b>	<b>Date:</b>
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Please Circle Appropriate Box

<b>Program:</b>	1. Scenario #:	2. Scenario #:	3. Scenario #:	4. Real Participant	5. Real Participant
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## A. Participant History/Assessment

Name:	Pre-Exercise Heart rate:	Gender: M <input type="checkbox"/> F <input type="checkbox"/>	Age:
Occupation:	Occupation Activity Level:	Current/Past Physical Activity Level:	
Participant Goals/Concerns:			
Barriers to Participation:			
Completed ParQ/Lifestyle Questionnaire Attached: Yes <input type="checkbox"/> No <input type="checkbox"/>		Clearance Needed? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Medical/Physical Concerns Affecting Participation:			
Participant Availability (Days of Week, Time of Day, Duration of Each Session):			
List Other Assessment Methods Used:		Consultation Time Spent with Participant:	

## B. General Warm-Up Component

Aerobic Activity	ROM/Stretching	Joints Involved in ROM/Stretches
1. Type	1. Type: Passive/Active, Dynamic/Static	
2. Intensity (% and beats per minute range)	2. # of ROM Movements/Stretches	
3. Duration	3. Duration of Each ROM/Stretch	

Participant Warm-up Duration: \_\_\_\_\_

Instructional Time: \_\_\_\_\_

## C. Aerobic Component

Aerobic Activity	Post-Aerobic Activity
Before/after weights? On alternate days?	Type:
Days per week:	Duration:
Training intensity zone/ beats per minute range:	Final heart-rate:
Type of Activity:	
Duration of Aerobic Activity:	Participant Aerobic Duration: _____
	Instructional Time: _____

## D. Weight Training Component

List Exercises In Sequence

List Days per Week:
Goal: Endurance, Hypertrophy, Strength
Training Intensity (% of 1RM): (Warm-Up/Training Load)
Sets/Repetitions Per Exercise:
# of Exercises Per Session:

Velocity/Speed of Repetitions:
Duration of Each Set:
Total # Sets per Workout:
Rest Between Sets:
Rest Between Workouts:


Participant Weight Training Duration: \_\_\_\_\_ Instructional Time: \_\_\_\_\_  
 Attached Program Card(s)

## E. Flexibility/Stretching Component

List Muscle(s) Stretched

\*Describe the stretch or attach pictures

List Days Per Week:
Before/After/Between Workout?
Intensity of Each Stretch:
Duration of Each Stretch:
# Of Stretches:



Participant Flexibility/Stretching Duration: \_\_\_\_\_ Instructional Time: \_\_\_\_\_

\*Describe type (i.e. dynamic, static) and body position (i.e. standing, seated)

## F. Post-Workout Consultation

Topics Reviewed/Questions Asked To Assess Participant's Understanding:		
Duration of Program Before Update Required:		
List Additional Resources/Handouts (if any):		
Post-Workout Consultation Duration:	Duration of Total Workout for Participant:	Total Instructional Time:

**To Be Completed By ICE Candidate**

Workout Location:	
Instructor Candidate:	
Signature:	

**To Be Completed By ICE Evaluator**

Date of Evaluation:
Evaluator (print):
Signature:

1 Unacceptable     
  2 Needs Improvement     
  3 Good     
  4 Excellent



**BCRPA Weight Training Module  
Instructor Competency Evaluation (ICE) Form**

**Form D**

Candidate Name:		Date of evaluation:	
Address:		City:	Postal Code:
Phone(H):		Phone(W):	

**A. ICE QUESTIONNAIRE: Evaluation criteria described on reverse.**

A-1. Written Answers Attached: YES  NO

A-2. Verbal Assessment of 10 Questions:

Question #: Total: / 2				
Question #: Total: / 2				

**A. ICE Questionnaire Subtotal** \_\_\_ / 20

**B. PROGRAM DESIGN SCENARIOS: Evaluation criteria described on reverse.**

Three scenario program designs, two real program designs attached: YES  NO

<b>Program:</b>	1. Scenario #: Total: / 4	2. Scenario #: Total: / 4	3. Scenario #: Total: / 4	4. Real Participant Total: / 4	5. Real Participant Total: / 4
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**B. Program Design Scenarios Subtotal** \_\_\_ / 20

**C. WARM-UP: Evaluation criteria described on reverse.**

1. Demonstrates proper use of equipment. \_\_\_ / 4
2. Applies warm-up principles described on questionnaire. \_\_\_ / 4
3. Demonstrates appropriate teaching skills. \_\_\_ / 4

**C. Warm-Up Subtotal** \_\_\_ / 12

**D. PRACTICAL DEMONSTRATION OF EXERCISES AND STRETCHES: Described on reverse.**

Evaluation Chart	Lat Pull-down	Seated Row	Bench/Chest Press	Shoulder Press	Leg Press	Leg Curl	Back Extension	Abdomen/Core	Calf Press	Evaluator Choice
List equipment type below exercise.										
Adjustments: Equipment, Body, Weight										
ROM										
Stabilize Non-involved Joints										
Repetition Speed										
Breathing										
Muscles/Joints										
Points of Concern										
Stretch										
Alternatives										
Teaching Skills										
<b>Total of 10</b>										

**D. Practical Demonstration Subtotal** \_\_\_ / 100

Comments:

A-1. Written Answers	A-2. Verbal Answers	B. Program Designs	C. Warm-Up	D. Exercises/Stretches
/ 244	/ 20	/ 20	/ 12	/ 100
% Pass Y / N	% Pass Y / N	Pass Y / N	% Pass Y / N	% Pass Y / N

<b>Name of Evaluator (print):</b>	<b>Phone/e-mail:</b>
<b>Signature of Evaluator:</b>	<b>Candidate Signature:</b>

\*\*Please ensure your entire package is filled out and submit copies only to BCRPA\*\*



BCRPA Weight Training  
Module  
Instructor Competency Evaluation (ICE)  
Form

Form D

### A. QUESTIONNAIRE

Written answers must be attached. A passing mark for **each section** of written answers is 75% for BCRPA Fitness Leaders and 85% for Advanced Fitness Leaders. Your ICE evaluator will evaluate your ability to verbally answer some of the questions listed on the questionnaire. Each of the 10 verbal questions is worth two points: 1 point for content (providing the correct answer), and 1 point for delivery (a clear explanation, complete answers with correct anatomical terminology and good voice projection).

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### B. PROGRAM DESIGN SCENARIOS

Program Designs must have a program card attached. Each Program Design is rated on a total value scale of 1 to 4.

1 – Unacceptable      2 – Needs Improvement      3 – Good      4 – Excellent

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### C. WARM-UP

Each warm-up component has a maximum value of four (4).

1 – Unacceptable      2 – Needs Improvement      3 – Good      4 – Excellent

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### D. PRACTICAL EVALUATION OF EXERCISES AND STRETCHES

Candidate will be evaluated on the following criteria:

1. **Adjust Equipment/Workload/Body Position:** Adjusts seat height/lever lengths to oppose the line of resistance. Determines the workload.
2. **Range of Motion:** Ensures appropriate and safe range of motion for the joints involved. Consistent ROM through all repetitions.
3. **Stabilization:** Ensures that joints not involved in the exercise, especially those above and below involved joints, are stabilized. Body position is checked.
4. **Velocity:** Teaches appropriate speed of execution for a single repetition.
5. **Breathing:** Avoids holding breath. Ensures inhalation and exhalation during each repetition is appropriate for the exercise and velocity.
6. **Musculoskeletal Knowledge:** Describes muscle(s)/muscle group(s) and joints involved in the exercise.
7. **Points of Concern:** Educates participant on common technique errors for the exercise. Describes how to correct them.
8. **Stretch:** Demonstrates a stretch for each of the prime movers of the exercise.
9. **Alternatives/High Risk:** Offers alternative exercises. Indicates for whom this exercise would be high risk.
10. **Teaching Skills:** Uses appropriate teaching skills for each exercise. (Description below).

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### TEACHING SKILLS: Practical Demonstration of Warm-Up and Weight Room Exercises

1. **Body Language/Kinesthetic:** Awareness of position that is appropriate for best instruction. Makes eye contact. Observes participant's technique/response. Uses hands-on touch appropriately. Demonstrates good posture, hygiene and attire.
2. **Voice:** Tone, volume, tempo, inflection and projection appropriate for surroundings and participant.
3. **Education/Explanation:** Uses clear, complete instructions. Uses correct anatomical terminology, plus general terms. Questions participant for feedback and adjusts exercise accordingly.
4. **Concise:** Avoids information overload. Uses a step-by-step approach. Integrates education and instruction into exercise activity times. Instruction of each exercise, with 8-15 repetitions, takes approximately two minutes.

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### A STEP-BY-STEP APPROACH

1. **Demonstrate:** While informing participant of general area(s) involved (i.e. "top of thighs"), demonstrate how to get on the machine and perform 2-3 repetitions so the action can be viewed by participant.
2. **Do:** Have the participant adjust the equipment and body alignment to the specifications described. Have the participant execute the repetitions.
3. **Describe (during activity):** Range of motion, velocity, breathing, stabilization of other joints, correct path of resistance. Ask for feedback: Where do you feel it? Is it too easy? Too hard? Adjust resistance and equipment as needed.
4. **Details (during activity):** Describe involved muscles and joints, goal of the exercise, points of concern and safety and appropriate number of repetitions.

## BCRPA Weight Training Module ICE Program Scenarios

The following scenarios have been created for the Weight Training Instructor Competency Evaluation (ICE). They represent typical, everyday situations that could be encountered in a fitness facility. Prior to the evaluation, the candidate must choose three scenarios and complete the Program Design (Form C) for each. A program card must be attached to each program design.

- 1. Unfit Beginner:** Jane is a 36-year-old credit manager. Her work is sedentary. She played sports when younger, occasionally exercises to fitness videos and has done some jogging in the past. But she has not been on a regular fitness program for over one year and is developing intermittent back pain. Her physician has told her it is the result of prolonged poor posture during her working day, along with weak and over-stretched muscles in her upper body. Her doctor has recommended that she start a fitness program. Jane is also interested in losing 14 pounds gained over the last four years. She is available evenings after 6:00 p.m., mornings before 7:45 a.m. and anytime on weekends.
- 2. Unfit Beginner:** Jonathan is a 20-year-old, non-athletic university student. He is very slender and would like to gain 15 to 20 pounds of lean tissue. He is available only twice per week for about one hour each time.
- 3. Fit Beginner:** Ralph, a 31-year-old architect, plays on a men's recreational hockey team twice per week for one hour, seven months of the year. He would like to trim 10 pounds of recently gained weight, tone and shape his entire body, and build strength for hockey. He has not used weights since high school. He is available on Monday, Tuesday and Thursday nights, and Saturday mornings.
- 4. Fit Beginner:** Lara, a 67-year-old retired pharmacist, walks each day for 20 to 30 minutes. She would like to increase muscle endurance in her upper body for when she carries groceries and laundry. She would also like to increase strength and speed in her legs, so she can get across a busy street before the light turns red, and improve her rounded shoulder posture. She has medical clearance. She would like to participate in a fitness program during the day between 9:30 a.m. and noon.
- 5. Fit Intermediate:** Marianne, a 28-year-old mother of two, has been exercising regularly, four days per week at 9:15 a.m., for the last six months. She has lost 20 pounds during this time. Her current program includes a STEP fitness class for one hour, then 15 minutes on the weight room circuit. She would like to lose an additional seven pounds in order to reach her pre-pregnancy weight. She also wishes to improve her posture, increase upper-body strength and tone her abdomen, hips and thighs. She would like to maintain her workout frequency and duration.
- 6. Fit Intermediate:** Harold, a 50-year-old road worker, has been working out for more than 15 years on and off. He has developed considerable strength and size in his chest and back, but feels he needs to develop more strength and flexibility in his lower back and legs. He would like to lose 15 pounds and firm his waistline. He needs assistance developing a balanced program. He is available in the evenings after 5:30 p.m., Monday through Friday.
- 7. Fit Advanced:** Sandra, age 45, has been working out, on and off, for 18 years. During the last five years, she has exercised consistently and her weight has dropped from 162 pounds to 140 pounds. She is currently at 24 per cent body fat. She works out five days per week for almost two hours each time. Each workout is comprised of one hour of cardiovascular training, 30 minutes of a full-body weight room workout focusing on muscle endurance (two sets of 12 exercises) and 20 minutes of stretching. She is bored and is seeking a new challenge and some variety. She would like to reduce her body fat a few percentage points by losing about five pounds. She is available early mornings from 6:00 a.m. to 7:30 a.m., after work in the evenings and weekends.

**NOTE:** Each scenario is different and will require varied considerations. However, there are some principles and procedures that are standard to every program. For example: ParQ, Health Screening, goal setting, F.I.T.T. principle, warm-up, stretching, method for determining workload and more. Please ensure that your participants' programs address both these standard and more specific considerations.

## DETERMINING TRAINING WORKLOADS: METHOD 1

### CLIENTS THAT ARE STARTING OUT

A simple method that can be used with people STARTING OUT is shown below.

Baechle/Groves (1992)	
Reps completed	Adjustment (in pounds)
<7	- 15
8-9	- 10
10-11	- 5
12-15	0
16-17	+5
18-19	+10
>20	+15

Example:

If your client can bench press 105 lbs for 6 reps and overhead press 75 lbs for 8 reps, then his/her starting weight would be:

Bench Press: 90 lbs

Overhead Press: 65 lbs

### IMPORTANT!

Let your client lift the weight until he/she wishes to stop, do not coax them to go beyond what feels comfortable. Always choose conservatively (lighter vs heavier).

### TESTING PROCEDURE FOR DETERMINING STARTING WORKLOAD (OPTIONAL)

Steps:

1. Choose a weight you feel your client is capable of completing 12-15 reps with.
2. Perform a 10 rep warm-up with wt. 50 – 75% of the test weight; take 2 minutes rest (have client perform a warm-up on another unrelated exercise while waiting)
3. Perform the test with the test weight (the wt. you think he/she is able to lift 12x)
4. Use the chart above to determine whether this is a good starting weight; add or subtract the weight according to your client's performance.

**TURN OVER**

## METHOD 2

FOR CLIENTS WHO HAVE BEEN TRAINING CONSISTENTLY FOR A MINIMUM OF 4-6 WEEKS & APPEAR READY FOR A MORE INTENSE WORKLOAD TESTING METHOD.

Intensity/ Repetition Chart (Poliquin, 1986)			
Strength	Strength/Hypertr.	Hypertrophy	Endurance
1 rep = 100%	6 rep = 83%	9 rep = 76%	13 reps = 69%
2 = 95%	7 = 80%	10 = 75%	14 = 68%
3 = 90%	8 = 78%	11 = 72%	15 = 66%
4 = 88%		12 = 70%	16 = 65%
5 = 85%			17 = 64%
			18 = 63%
			19 = 62%
			20 = 60%

**\*Benefit: more accurate than method number 1.**  
\*the higher the repetitions the less accurate the %

How to use this chart

This chart is to be used to determine whether a client is working within his/her training zone. **MOMENTARY MUSCLE FATIGUE IS THE KEY TO THIS CHART**, when a competent client fatigues while lifting a weight (using a spotter), note the number of repetitions performed, then use the chart to find out what % of his/her 1 repetition maximum (1RM) this weight is. This will tell you whether he/she is in his/her correct training zone and whether it is time to increase or decrease the workload.

Example:

If your client's goal is to put on size (hypertrophy) and after testing she leg pressed 200 lbs for 16 reps, using the chart above, you would learn that this weight is 65% of her 1(RM). You would also realize that the workload is too light for her goal and needs to be increased. The weight must be increased to an intensity that causes her fatigue between 8-12 reps.

### IMPORTANT!

It is not considered safe to test any client's strength capacity using a 1 RM test; instead it is recommended that the instructor perform a 10RM to 12 RM test.

Do not test a new client's strength capacity, until he/she is ready. This "readiness" is different for each client and is determined by the client's mastery of technique. In most cases, a new sedentary client will not be ready to be tested (to fatigue) until 4-6 weeks of consistent training have been completed.

### TESTING PROCEDURE FOR DETERMINING WORKLOADS (OPTIONAL)

1. Use a weight you & your client feel he/she is capable of completing 10-12 reps with.
2. Perform a 10rep warm-up with a weight 50% of the test weight; take 2 minutes rest
3. Perform 3-5 reps with the test weight; take 2-5 minutes rest
4. Do the test with the test weight (the wt you think he/she is able to lift 10-12x)
5. Use the chart to determine what the % of this test weight is to his her 1RM