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Dear Personal Trainer Certification Candidate,

NETA's Personal Trainer Certification is accredited by the National Commission for Certifying Agencies (NCCA). NETA received NCCA accreditation of its Personal Trainer certification by submitting an application demonstrating the program's compliance with the NCCA's *Standards for the Accreditation of Certification Programs*. NCCA is the accrediting body of the Institute for Credentialing Excellence. Since 1977, the NCCA has been accrediting certifying programs based on the highest quality standards in professional certification to ensure the programs adhere to modern standards of practice in the certification industry. The process of earning accreditation is extensive, including the input of many subject matter experts (SMEs) to conduct a practice analysis of the personal trainer's role and responsibilities and to develop the certification exam.

NETA's *The Fitness Professional's Manual*, 5th edition (2018) is an excellent resource to help prepare for the exam. In addition to studying the Manual, NETA also recommends completion of *The Fitness Professional's Workbook for Personal Trainers*, which includes a 50-question Personal Trainer Practice Exam. A series of four online *Exercise Science Review Modules* may also be purchased to supplement your exam preparations. Visit our website for more information about these study resources.

The 1.5-day live workshop is intended to serve as a final review of key topics in preparation for the certification examination. The workshop is primarily lecture with some discussion and hands-on activities. **To successfully prepare for the exam, NETA recommends that candidates devote an appropriate amount of time (e.g., at least 30-45 days) and effort toward self-directed study prior to attending the workshop or sitting for the examination.** Self-study time may vary depending on the individual's existing knowledge, the quality of time devoted to study, and the rate at which candidates comprehend the information. A sample 30- and 45-day preparation schedule are provided on page 4. **Please note:** NETA's study materials and/or educational services are *not* required to be eligible to sit for the NETA Personal Trainer certification exam. The use of NETA study materials and/or attendance at a live NETA certification review workshop does *not* guarantee a candidate will pass the exam.

In addition, candidates should also review NETA's Personal Trainer Practice Analysis (also known as a Role Delineation). This document serves as the foundation from which the certification exam was constructed. This document is available in the [Exam Candidate Handbook](#) located on NETA's website, and is also provided on pages 5-10 of this study guide. Take some time to familiarize yourself with the practice analysis and exam content outline. Your preparation for the exam should be focused accordingly.

If you have any questions, please feel free to contact us at 1-800-237-6242 or refer to Frequently Asked Questions at www.netafit.org.

Good luck with your preparations for NETA's NCCA-accredited Personal Trainer certification exam!

Sincerely,

NETA's Education Department

November 2018

NETA Personal Trainer Certification

Study Guide for:

The Fitness Professionals Manual, 5th edition (2018)

Chapter 1 – The Role of the Fitness Professional

What you should know:

- The role of a personal trainer
- Ideal qualities and characteristics
- Ethical and professional standards
- NETA's Professional Code of Ethics
- Continuing education and credible sources of information

Chapter 2 – Relationship-Building & Communication Skills

What you should know:

- Strategies to establish rapport
- How to make a positive first impression
- The impact of a message
- Active, verbal, and nonverbal listening skills
- Asking effective questions (e.g., open, closed)
- Types of reflective statements

Chapter 3 – Behavior Modification & Motivation

What you should know:

- Stages of the transtheoretical model
- The concept of decisional balance
- Factors that influence self-efficacy
- Other models of behavioral change
- Approaches to setting SMART goals
- Action- versus outcome-oriented goals
- Strategies to increase motivation and adherence

Chapter 4 – Introduction to Wellness Coaching

What you should know:

- Motivational interviewing (MI) including the spirit, process, guiding principles and core communication skills of MI
- Rating rulers

Chapter 5 – Human Anatomy

What you should know:

- Anatomical location terminology
- Planes of anatomical movement
- Functions of the skeletal system
- Major bones of the skeleton and vertebral column
- Types of articulations/joints
- Types of muscle tissue
- Structure of skeletal muscle
- The sliding filament theory
- Major skeletal muscles throughout the body
- Type of muscle actions and muscle functions

Chapter 6 – Applied Kinesiology & Biomechanics

What you should know:

- Movement terminology
- Joint actions throughout the body and the corresponding muscles
- Newton's three laws of motion
- Biomechanics of torque
- Types of lever systems
- Principles of applied biomechanics

Chapter 7 – Exercise Physiology

What you should know:

- Components of the cardiorespiratory system
- Pathway of blood flow through the body/heart
- Cardiorespiratory variables, the acute responses during exercise, and long-term adaptations to training
- Variables related to oxygen consumption
- The three energy systems and their contributions during exercise
- Anaerobic threshold
- Characteristics of skeletal muscle fiber types
- Neuromuscular system and the motor unit

Chapter 8 – Essential Nutrients for Health & Performance

What you should know:

- Structure, function and food sources of carbohydrates, protein, and fat
- Understand calories and kilocalories
- Function and food sources of essential vitamins and minerals
- Understanding of Dietary Reference Intakes (DRIs) the concept of Recommended Dietary Allowances (RDAs), and Acceptable Macronutrient Distribution Ranges (AMDR)
- Function of water and fluid intake recommendations

Chapter 9 – Dietary Guidelines

What you should know:

- The concepts of eating pattern and nutrient-dense food
- The Dietary Guidelines for Americans 2015-2020
- Key recommendations of the Guidelines
- Principles of healthy eating patterns
- Key messages of the MyPlate graphic
- Interpretation of a Nutrition Facts label
- How to calculate percent of calories derived from each macronutrient in a food

Chapter 10 – Weight Management

What you should know:

- Metabolism and energy balance
- Guidelines for safe weight loss
- Findings of the National Weight Control Registry
- How to calculate goal body weight

Chapter 12 – Initial Intake & Pre-Participation Screening

What you should know:

- Components of the Informed Consent document
- Physical Activity Readiness Questionnaire (PAR-Q)
- Elements of a Health & Lifestyle Questionnaire
- ACSM preparticipation health screening recommendations and algorithm (i.e., logic model)
- Indications for medical clearance
- Risk factors for cardiovascular disease (CVD)

Chapter 13 – Health Screening Assessments

What you should know:

- Normal resting heart rate range
- Procedures for measuring resting blood pressure
- Classifications of resting blood pressure
- Interpretation of body mass index (BMI)
- Standardized circumference measurements
- Interpretation of waist-to-hip ratio (WHR)

Chapter 14 – Postural Analysis

What you should know:

- Postural alignment and the kinetic chain
- Factors that affect pelvic alignment
- Characteristics of various spinal misalignments
- Assessment and interpretation of static posture
- Assessment and interpretation of dynamic posture
- Characteristics of upper and lower cross syndrome

Chapter 15 – Health-Related Physical Fitness Assessments

What you should know:

- Appropriate sequence of fitness testing
- Standardized procedures for skinfold testing and location of skinfold sites
- Assessment and interpretation of field tests to measure cardiorespiratory endurance, muscular endurance, and flexibility
- Normal ranges of fitness for cardiorespiratory endurance, muscular endurance, and flexibility

Chapter 16 – Physical Activity & Health

What you should know:

- Health benefits of regular physical activity
- Key recommendations of the 2008 Physical Activity Guidelines for Americans
- METs and classification of physical activity intensity
- Definitions of the five components of health-related physical fitness
- Principles of training and their application to exercise programs

Chapter 17 – Cardiorespiratory Fitness Programming

What you should know:

- Elements of a cardiorespiratory exercise session
- Objectives and effects of the warm-up
- Objectives and effects of the cool-down
- Guidelines for cardiorespiratory exercise and FITT
- How to calculate target heart rate using the maximum heart rate method and the Karvonen formula
- Rating of perceived exertion (RPE)
- Basic types of cardiorespiratory exercise workouts

Chapter 18 – Programming for Muscular Fitness

What you should know:

- Benefits of resistance training
- Types of resistance training exercises
- Closed-chain versus open-chain exercises
- General adaptation syndrome
- Signs and symptoms of overtraining

Chapter 18 – Programming for Muscular Fitness (continued)

- Guidelines for resistance training programs
- Resistance training program models
- Concept and application of periodization
- Exercise-specific procedures for the execution of various resistance training exercises
- Identify joint actions and primary muscles during various resistance training exercises

Chapter 19 – Flexibility Programming

What you should know:

- Understand the sensory receptors and their function in the effect of flexibility training
- Types of stretching exercises and self-myofascial release
- Proposed benefits of stretching
- Guidelines for flexibility training
- Recommended static stretches for major muscle groups throughout the body

Chapter 24 – Injury Management & Emergency Response

What you should know:

- Basic etiology, considerations, and precautions related to common exercise-related injuries
- Immediate care for exercise-related injuries (e.g., PRICE)
- Strategies to prevent common-exercise related injuries
- Signs and symptoms of heat-related disorders.
- Strategies to reduce the risk of heat-related disorders
- Signs and symptoms of cardiovascular emergencies (e.g., heart attack, stroke)
- Emergency response procedures

Chapter 25 – Medical Conditions & Special Populations

What you should know:

- Exercise precautions and recommendations related to common medical conditions including asthma, arthritis, diabetes, hypertension, and osteoporosis.
- Exercise considerations, precautions and recommendations for special populations including pregnancy, older adults, and youth/adolescents

Chapter 26 – Risk Management for Fitness Professionals

What you should know:

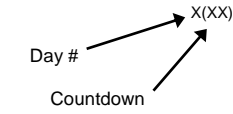
- Legal concepts such as standard of care and negligence
- Common liability exposures for fitness professionals
- Scope of practice limitations with regard to medical considerations and dietetics
- Risk management strategies for fitness professionals
- Importance of professional liability insurance

Chapter 27 – Documentation & Record Keeping

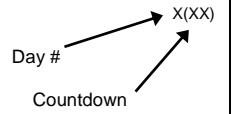
What you should know:

- The importance of confidentiality of client's personal information
- Purpose of a waiver and release of liability form
- Documentation recommendations for personal trainer client files
- Components of a progress note (i.e., SOAP) and guidelines to writing appropriate and effective notes

30-Day Personal Trainer Study Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 (30) Review NETA's <i>Exam Candidate Handbook</i> . Visit: www.netafit.org Read Chapter 1 of <i>Manual</i>
2 (29) Read Chapter 2 Read Chapter 3 Complete Review Questions	3 (28) Read Chapter 5 Complete Review Questions	4 (27) Read Chapter 6 Complete Review Questions	5 (26) Read Chapter 7 Complete Review Questions	6 (25) Review Section II: Chapters 5-7	7 (24) Read Chapter 8 Complete Review Questions	8 (23) Read Chapter 9 Complete Review Questions Visit: www.choosemyplate.gov Visit: www.dietaryguidelines.gov
9 (22) Read Chapter 10 Complete Review Questions	10 (21) Chapter 11 Complete Review Questions	11 (20) Review Section III: Chapters 8-10	12 (19) Read Chapter 12 Complete Review Questions	13 (18) Read Chapter 13 Read Chapter 14 Complete Review Questions	14 (17) Read Chapter 15 Complete Review Questions	15 (16) Review Section IV: Chapters 12-15
16 (15) Read Chapter 16 Complete Review Questions Visit: www.health.gov/paguidelines	17 (14) Read Chapter 17 Complete Review Questions	18 (13) Read Chapter 18 Complete Review Questions Practice RT Exercises	19 (12) Read Chapter 19 Complete Review Questions Practice Static Stretches	20 (11) Review Section V: Chapters 16-19	21 (10) Read Chapter 24 Complete Review Questions	22 (9) Chapter 25 Complete Review Questions
23 (8) Review Section VII: Chapters 24-25	24 (7) Read Chapter 26 Complete Review Questions	25 (6) Read Chapter 27 Complete Review Questions	26 (5) Review Section VIII: Chapters 26-27	27 (4) Practice Exam (optional) Review as needed	28 (3) Review	29 (2) PT Workshop (Day 1)
30 (1) PT Workshop (Day 2) - Exam						

45-Day Personal Trainer Study Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 (45) Review NETA's <i>Exam Candidate Handbook</i> . Visit: www.netafit.org Read Chapter 1 of <i>Manual</i>	2 (44) Read Chapter 2 Read Chapter 3 Complete Review Questions
3 (43) Recovery Day	4 (42) Read Chapter 5 Complete Review Questions	5 (41) Read Chapter 6 Complete Review Questions	6 (40) Read Chapter 7 Complete Review Questions	7 (39) Review Section II: Chapters 5-7	8 (38) Recovery Day	9 (37) Read Chapter 8 Complete Review Questions
10 (36) Recovery Day	11 (35) Read Chapter 9 Complete Review Questions	12 (34) Visit: www.choosemyplate.gov Visit: www.dietaryguidelines.gov	13 (33) Recovery Day	14 (32) Read Chapter 10 Complete Review Questions	15 (31) Chapter 11 Complete Review Questions	16 (30) Review Section III: Chapters 8-10
17 (29) Recovery Day	18 (28) Read Chapter 12 Complete Review Questions	19 (27) Administer Preparticipation Screening on a friend.	20 (26) Read Chapter 13 Read Chapter 14 Complete Review Questions	21 (25) Read Chapter 15 Complete Review Questions	22 (24) Administer health/fitness assessment on a friend.	23 (23) Review Section IV: Chapters 12-15
24 (22) Recovery Day	25 (21) Read Chapter 16 Complete Review Questions	26 (20) Visit: www.health.gov/paguidelines	27 (19) Recovery Day	28 (18) Read Chapter 17 Complete Review Questions	29 (17) Read Chapter 18 Complete Review Questions	30 (16) Practice RT Exercises
31 (15) Recovery Day	32 (14) Read Chapter 19 Complete Review Questions	33 (13) Practice Static Stretches and SMR with Foam Roller	34 (12) Review Section V: Chapters 16-19	35 (11) Read Chapter 24 Complete Review Questions	36 (10) Chapter 25 Complete Review Questions	37 (9) Review Section VII: Chapters 24-25
38 (8) Recovery Day	39 (7) Read Chapter 26 Complete Review Questions	40 (6) Read Chapter 27 Complete Review Questions	41 (5) Review Section VIII: Chapters 26-27	42 (4) Practice Exam (optional) Review as needed	43 (3) Review as needed	44 (2) PT Workshop (Day 1)
45 (1) PT Workshop (Day 2) - Exam						

Additional Recommended Readings:

- American College of Sports Medicine (2018). *ACSM's Guidelines to Exercise Testing and Prescription*, 10th edition. Philadelphia, PA: Wolters Kluwer.
- Clifford, D. & Curtis, L. (2016). *Motivational Interviewing in Nutrition and Fitness*. New York, NY: The Guilford Press.
- Matulich, B. (2013). *Introduction to Motivational Interviewing* [Video]. Available at: <https://www.youtube.com/watch?v=s3MCJZ7OGRk>
- Riebe, D., Franklin, B.A., Thompson, P.D., Garber, C.E., Whitfield, G.P., Magal, M., & Pescatello, L.S. (2015). Updating ACSM's Recommendations for Exercise Preparticipation Health Screening. *Medicine & Science in Sports & Exercise*, 47(11), 2473-2479. Available at: [doi: 10.1249/MSS.0000000000000664](https://doi.org/10.1249/MSS.0000000000000664)
- U.S. Department of Health and Human Services and U.S. Department of Agriculture. *2015 – 2020 Dietary Guidelines for Americans*. 8th Edition. December 2015. Available at: <http://health.gov/dietaryguidelines/2015/guidelines/>.
- U.S. Department of Health and Human Services. (2018). *Physical Activity Guidelines for Americans, 2nd edition*. Washington, DC: U.S. Department of Health and Human Services. Available at: <https://health.gov/paguidelines/second-edition/>

Note: Internet addresses cited in this document were current as of November 26, 2018

Personal Trainer Practice Analysis/Exam Content Outline:

A practice analysis is conducted every five to seven years to ensure the certification examination continues to represent the current role of a personal trainer as well as updated industry guidelines, best practices, and evolving knowledge of exercise science research.

As such, NETA began an updated practice analysis study in August 2015, which resulted in a new Personal Trainer Practice Analysis reflecting updated content domains, task statements, and knowledge statements. In addition, an updated Exam Content Outline was established to serve as the 'blueprint' for the certification exam.

The Exam Content Outline and Practice Analysis provided on pages 5-10 are the basis for all Personal Trainer certification exams administered after September 15, 2016. Please also refer to the Definition of Terms on pages 11-12, which corresponds to this updated Personal Trainer Practice Analysis.

Personal Trainer Exam Content Outline

(for exams administered on or after 9/15/16)

Domain	Weight	Number of scored items on 100-item test form*
Domain I: Initial Client Intake and Assessment	20%	20
Domain II: Initial Program Design	15%	15
Domain III: Program Implementation	15%	15
Domain IV: Reassessment	15%	15
Domain V: Ethics and Professional Issues	15%	15
Domain VI: Communication, Rapport, and Client Relationship	20%	20
Total	100%	100

* Does not include 'pre-test' (i.e., experimental) items included on a test form

Personal Trainer Practice Analysis

(for exams administered on or after 9/15/16)

Domain I. Initial Client Intake and Assessment

Task 1: Perform initial consultation with prospective client to discuss desired health and fitness outcomes.

- K-1 Elements of health, lifestyle, exercise, and physical activity history and current states
- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-5 Risk factors for prevalent chronic diseases
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner
- K-35 Credible sources of information, education providers, and professional organizations

Task 2: Interview client and administer questionnaire(s) to obtain a health, lifestyle, exercise, and physical activity history.

- K-1 Elements of health, lifestyle, exercise, and physical activity history and current states
- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-5 Risk factors for prevalent chronic diseases
- K-9 ACSM pre-participation screening guidelines and risk stratification
- K-36 Pre-participation screening tools and components of a health and lifestyle questionnaire

Task 3: Interview client and administer questionnaire(s) to obtain information about current state of health, lifestyle, exercise, and physical activity level.

- K-1 Elements of health, lifestyle, exercise, and physical activity history and current states
- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-5 Risk factors for prevalent chronic diseases
- K-9 ACSM pre-participation screening guidelines and risk stratification
- K-36 Pre-participation screening tools and components of a health and lifestyle questionnaire

Task 4: Conduct health screening and fitness assessments to gather objective data about the client's current health, risk factors, and baselines for measuring future progress.

- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-5 Risk factors for prevalent chronic diseases
- K-6 Health screening and fitness assessment protocols
- K-8 Contraindications and precautions in health screening and fitness assessment
- K-9 ACSM pre-participation screening guidelines and risk stratification
- K-10 Exercise-related anatomy, kinesiology, biomechanics, and physiology
- K-14 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion, METs)
- K-17 Signs and symptoms of and immediate care (i.e., P.R.I.C.E) for exercise-related injuries
- K-18 Safe and effective exercise technique
- K-21 Elements of an Informed Consent
- K-25 Static and dynamic postural assessment and corrective exercises
- K-33 Recognition of and appropriate response to exercise-related medical conditions and emergencies (e.g., myocardial infarction, stroke, heat-related illness)
- K-34 Written emergency response procedures (e.g., activation of emergency medical services (i.e., 911), facility emergency response plan, pre-emergency preparation strategies)

Task 5: Consult with and/or refer client to appropriate health care professional(s) to obtain additional health information and medical clearance, as needed.

- K-5 Risk factors for prevalent chronic diseases
- K-7 Interpretive guidelines of health screening and fitness assessment objective data
- K-9 ACSM pre-participation screening guidelines and risk stratification
- K-27 Legal considerations, risk management, and scope of practice

Domain II. Initial Program Design

Task 1: Review and interpret initial client intake and assessment information.

- K-1 Elements of health, lifestyle, exercise, and physical activity history and current states
- K-5 Risk factors for prevalent chronic diseases
- K-7 Interpretive guidelines of health screening and fitness assessment objective data
- K-9 ACSM pre-participation screening guidelines and risk stratification
- K-25 Static and dynamic postural assessment and corrective exercises

Task 2: Define, establish, and clarify safe and realistic client goals, based on the initial client intake and assessment information.

- K-4 Coaching methods and learning styles
- K-11 Aspects of motivation and techniques to enhance motivation (e.g., intrinsic, extrinsic) and promote adherence to healthy lifestyle behaviors
- K-26 Types of goals and goal-setting strategies
- K-28 Basic principles of nutrition, Dietary Guidelines for Americans, recommended healthy eating patterns (USDA food guidance system, DASH eating plan, Mediterranean eating style), and food guidance graphics
- K-31 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-32 Principles and guidelines (e.g., ACSM, Academy of Nutrition and Dietetics, NWCR) of safe and effective weight management

Task 3: Select exercises and physical activities to achieve the established goals, based on the initial client intake and assessment information.

- K-10 Exercise-related anatomy, kinesiology, biomechanics, and physiology
- K-13 Principles of exercise training and ACSM guidelines for exercise program design
- K-15 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-16 Exercise guidelines, contraindications, considerations, and precautions for special populations and medical conditions
- K-25 Static and dynamic postural assessment and corrective exercises
- K-26 Types of goals and goal-setting strategies

Task 4: Select acute training variables to achieve the established goals, based on the initial client intake and assessment information.

- K-13 Principles of exercise training and ACSM guidelines for exercise program design
- K-14 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion, METs)
- K-16 Exercise guidelines, contraindications, considerations, and precautions for special populations and medical conditions
- K-18 Safe and effective exercise technique
- K-31 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-32 Principles and guidelines (e.g., ACSM, Academy of Nutrition and Dietetics, NWCR) of safe and effective weight management

Task 5: Review and discuss the proposed exercise program with client to determine client acceptance and identify barriers to achieving established goals.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-12 Theoretical models of behavioral change
- K-13 Principles of exercise training and ACSM guidelines for exercise program design
- K-15 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-26 Types of goals and goal-setting strategies
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner

Domain III. Program Implementation

Task 1: Provide ongoing instruction and feedback to the client on execution of selected exercises and physical activities to achieve established goals, while minimizing health and safety risks.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-14 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion, METs)
- K-18 Safe and effective exercise technique
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner

Task 2: Observe and evaluate client performance to assess learning and determine need for modification of training variables.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-14 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion, METs)
- K-17 Signs and symptoms of and immediate care (i.e., P.R.I.C.E) for exercise-related injuries
- K-18 Safe and effective exercise technique
- K-19 Signs and symptoms of overtraining and overuse syndromes
- K-29 Elements of and guidelines for writing progress notes (i.e., SOAP notes)
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner
- K-33 Recognition of and appropriate response to exercise-related medical conditions and emergencies (e.g., myocardial infarction, stroke, heat-related illness)
- K-34 Written emergency response procedures (e.g., activation of emergency medical services (i.e., 911), facility emergency response plan, pre-emergency preparation strategies)

Task 3: Provide ongoing instruction and guidance to the client on self-regulation of training variables to achieve established goals.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-12 Theoretical models of behavioral change
- K-14 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion, METs)
- K-17 Signs and symptoms of and immediate care (i.e., P.R.I.C.E) for exercise-related injuries
- K-18 Safe and effective exercise technique
- K-19 Signs and symptoms of overtraining and overuse syndromes
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner

Domain IV. Reassessment

Task 1: Monitor and evaluate ongoing client progress toward established goals.

- K-7 Interpretive guidelines of health screening and fitness assessment objective data
- K-11 Aspects of motivation and techniques to enhance motivation (e.g., intrinsic, extrinsic) and promote adherence to healthy lifestyle behaviors
- K-15 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-26 Types of goals and goal-setting strategies
- K-28 Basic principles of nutrition, Dietary Guidelines for Americans, recommended healthy eating patterns (USDA food guidance system, DASH eating plan, Mediterranean eating style), and food guidance graphics
- K-29 Elements of and guidelines for writing progress notes (i.e., SOAP notes)
- K-31 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-32 Principles and guidelines (e.g., ACSM, Academy of Nutrition and Dietetics, NWCR) of safe and effective weight management

Task 2: Assess the client's continuing motivation and program adherence.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-11 Aspects of motivation and techniques to enhance motivation (e.g., intrinsic, extrinsic) and promote adherence to healthy lifestyle behaviors
- K-12 Theoretical models of behavioral change
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner

Task 3: Review established goals with client, revising and/or adding goals as needed.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-11 Aspects of motivation and techniques to enhance motivation (e.g., intrinsic, extrinsic) and promote adherence to healthy lifestyle behaviors
- K-26 Types of goals and goal-setting strategies
- K-28 Basic principles of nutrition, Dietary Guidelines for Americans, recommended healthy eating patterns (USDA food guidance system, DASH eating plan, Mediterranean eating style), and food guidance graphics
- K-31 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-32 Principles and guidelines (e.g., ACSM, Academy of Nutrition and Dietetics, NWCR) of safe and effective weight management

Task 4: Modify and implement program changes to safely and effectively meet new and/or revised goals.

- K-10 Exercise-related anatomy, kinesiology, biomechanics, and physiology
- K-13 Principles of exercise training and ACSM guidelines for exercise program design
- K-14 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion, METs)
- K-15 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-16 Exercise guidelines, contraindications, considerations, and precautions for special populations and medical conditions
- K-18 Safe and effective exercise technique
- K-19 Signs and symptoms of overtraining and overuse syndromes
- K-25 Static and dynamic postural assessment and corrective exercises
- K-26 Types of goals and goal-setting strategies

- K-31 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-32 Principles and guidelines (e.g., ACSM, Academy of Nutrition and Dietetics, NWCR) of safe and effective weight management

Domain V. Ethics and Professional Issues

Task 1: Perform duties and responsibilities in a manner consistent with the NETA Code of Ethics.

- K-20 NETA Code of Ethics
- K-24 Rules, regulations, and guidelines regarding privacy of personal health information (i.e., HIPAA) and personally identifiable information (PII)
- K-27 Legal considerations, risk management, and scope of practice

Task 2: Educate clients on their rights and responsibilities and program benefits and risks.

- K-15 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-21 Elements of an Informed Consent
- K-27 Legal considerations, risk management, and scope of practice
- K-35 Credible sources of information, education providers, and professional organizations

Task 3: Maintain a safe physical environment for clients.

- K-17 Signs and symptoms of and immediate care (i.e., P.R.I.C.E) for exercise-related injuries
- K-22 ACSM Health/Fitness Facility Standards and Guidelines
- K-27 Legal considerations, risk management, and scope of practice
- K-33 Recognition of and appropriate response to exercise-related medical conditions and emergencies (e.g., myocardial infarction, stroke, heat-related illness)
- K-34 Written emergency response procedures (e.g., activation of emergency medical services (i.e., 911), facility emergency response plan, pre-emergency preparation strategies)

Task 4: Maintain accurate and comprehensive client records.

- K-23 Elements of and guidelines for maintaining client records
- K-24 Rules, regulations, and guidelines regarding privacy of personal health information (i.e., HIPAA) and personally identifiable information (PII)
- K-27 Legal considerations, risk management, and scope of practice
- K-29 Elements of and guidelines for writing progress notes (i.e., SOAP notes)

Domain VI. Communication, Rapport, and Client Relationship

Task 1: Establish rapport and build professional relationships with clients.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-20 NETA Code of Ethics
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner

Task 2: Create a welcoming and trusting environment.

- K-2 Active listening techniques
- K-4 Coaching methods and learning styles
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner

Task 3: Utilize effective communications and coaching skills.

- K-2 Active listening techniques
- K-3 Nonverbal communication and interpretation of body language
- K-4 Coaching methods and learning styles
- K-30 Basic methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner

Definition of Terms

The following list defines and/or describes key terms, concepts, and acronyms that appear in NETA's Personal Trainer Practice Analysis. Candidates should refer to this list of terms to gain greater understanding of the Practice Analysis and subject matter that may appear on the Personal Trainer Certification Exam.

ACSM – American College of Sports Medicine. Establishes industry standards and guidelines (e.g., *ACSM's Guidelines to Exercise Testing and Prescription*, *ACSM's Health/Fitness Facility Standards and Guidelines*), as well as position stands and consensus statements. <http://www.acsm.org/public-information/position-stands>

Active listening techniques: A set of verbal techniques representing a mode of listening in which the listener is engaged in the conversation to gain greater understanding of the content, motivation, and feelings associated with the message being communicated. Active listening techniques include asking open-ended questions and the use of minimal encouragers, summarizing statements, and reflections of content, feeling, and meaning.

Acute training variables: Refers to the fundamental components that may be manipulated for an exercise or within an exercise program to elicit a desired adaptation. These variables may include: intensity (i.e., workload), repetitions, sets, rest periods, tempo (i.e., speed of movement), and volume.

Coaching methods: Refers to a collaborative conversation through which one empowers an individual to discover their own solutions, encouraging and supporting them toward the adoption and maintenance of health lifestyles, using techniques such as motivational interviewing and appreciative inquiry.

DASH Eating Plan: Dietary Approaches to Stop Hypertension is a flexible and balanced eating plan that is based on research studies sponsored by the National Heart, Lung, and Blood Institute (NHLBI). <https://www.nhlbi.nih.gov/health/health-topics/topics/dash>

Dietary Guidelines for Americans: Evidence-based food and beverage recommendations for Americans ages 2 years and older, published every five years by the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Agriculture (USDA). <http://health.gov/dietaryguidelines/>

Exercise-related injuries: Includes both acute and chronic conditions such as sprains, strains, fractures, tendonitis, and wounds (e.g., lacerations, abrasions).

Exercise technique: The manner in which an exercise is performed. Includes considerations such as posture, joint alignment, range of motion, base of support, tempo, and breathing.

Fitness assessments: refers to various methods and protocols to quantify and/or qualify health-related components of physical fitness (e.g., cardiorespiratory endurance, body composition, flexibility, muscular strength and endurance).

Health screening: Refers to non-diagnostic assessments and measurements (e.g., resting heart rate, resting blood pressure, body mass index, waist-to-hip ratio) used to identify indicators of increased risk for disease that may require additional evaluation and treatment by a health care provider.

HIPAA: Health Insurance Portability and Accountability Act of 1996
<http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>

Interpretive guidelines: Refers to classification criteria and normative charts used to interpret information and data obtained from health screening and fitness assessments.

Learning styles: Refers to the various methods through which people take-in, process, and retain information including visual, auditory, read/write, and kinesthetic learners (i.e., VARK). May also refer to learning styles identified as converging, diverging, assimilating, and accommodating (Kolb & Fry).

Legal considerations: Refers to concepts such as liability, negligence, standard of care, liability exposures, scope of practice, and professional liability insurance.

Medical conditions: Refers to common diseases and chronic conditions often encountered with personal training clients including asthma, arthritis, diabetes, hypertension, cardiovascular disease, and osteoporosis

NWCR: National Weight Control Registry. <http://www.nwcr.ws/>

PAR-Q: The *Physical Activity Readiness Questionnaire* is a 1-page form to see if you should check with your doctor before becoming much more physically active. <http://www.csep.ca/view.asp?ccid=517>

Personally identifiable information (PII): Any representation of information (e.g., name, address, social security number or other identifying number or code, telephone number, email address, etc.) that permits the identity of an individual to whom the information applies to be reasonably inferred by either direct or indirect means.

Physical activity: Any movement of the body that increases energy expenditure above resting levels. Includes domestic physical activity, transportation physical activity, occupational physical activity and leisure time physical activity. In the context of personal training, the focus is most often on leisure-time physical activities including structured exercise, recreation, and sports.

Physical Activity Guidelines for Americans: The U.S. Department of Health and Human Services (HHS) issues the *Physical Activity Guidelines for Americans*. The 2008 *Physical Activity Guidelines for Americans* provides science-based guidance to help Americans aged 6 and older improve their health through appropriate physical activity. <http://health.gov/paguidelines/>

Prevalent chronic diseases: Includes cardiometabolic diseases including cardiovascular disease (e.g., heart disease, stroke) and type 2 diabetes.

P.R.I.C.E.: An acronym representing *protection, rest, ice, compression, and elevation*, used in reference to immediate care of exercise-related injuries.

Principles of exercise training: Refers to the principles of overload, specificity (i.e., SAID-specific adaptations to imposed demands), progression, reversibility, and variation.

Risk management: A proactive approach to minimize liability exposures that may affect exercise professionals and their employers.

SOAP notes: An acronym representing *subjective, objective, assessment, and plan*, used as an organized method of documenting client response to and progress with exercise sessions and programs.

Special Populations: Refers to sub-groups including women who are pregnant, older adults, and youth and adolescents.

Theoretical models of behavioral change: Any number of theories or models used to describe behavioral change, the most common of which is the Transtheoretical Model (Prochaska & DiClemente). Others include the Self-Efficacy Theory (Bandura), the Self-Determination Theory (Deci & Ryan), and the Health Belief Model (Hochbaum et al.)

USDA Food Guidance System: Provides practical information to individuals, health professionals, nutrition educators, and the food industry to help consumers build healthier diets with resources (e.g., MyPlate) and tools for dietary assessment, nutrition education, and other user-friendly nutrition information. <http://www.choosemyplate.gov/about>