



# CFES National Skills Assessment Evaluator Certification/Re-certification Application Form

1. Please complete the applicable sections of this form.
2. Certification candidates: read and agree to and sign CFES Certification Code of Honour for each designation you are applying for.
3. *Note: You can not save a completed copy of this form on your computer. Please fill it in and print for your records.*
4. Submit all forms and required credentials either by: scan and email; print and fax or mail to our offices.
5. Once CFES receives and approves your application and qualifications we will email your certification for each designation you have applied for. If you have any questions feel free to email or call us.

## Section 1: Contact Information

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_  
 City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
 Phone (h): \_\_\_\_\_ Phone (w): \_\_\_\_\_ Cell: \_\_\_\_\_  
 Email: \_\_\_\_\_ Website: \_\_\_\_\_ Date of Birth (mm/dd/yy) \_\_\_\_\_

## Section 2: Certification Designation

Tick (✓) all certification designations you are applying to certify/recertify in.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Active Aging Instructor  | <input type="checkbox"/> Weight Training Instructor | <input type="checkbox"/> Workshop Presenter          |
| <input type="checkbox"/> Aquafit Instructor       | <input type="checkbox"/> Personal Trainer           | <input type="checkbox"/> Skills Assessment Evaluator |
| <input type="checkbox"/> Group Fitness Instructor | <input type="checkbox"/> Yoga Fitness Instructor    | <input type="checkbox"/> Educator                    |

## Section 3: Qualifications and Credentials

First year applicants please provide verification of existing qualifications and credentials.

Instructor/PT certifications: \_\_\_\_\_  
 Education: \_\_\_\_\_ Years of fitness industry experience: \_\_\_\_\_  
 Other fitness related certifications, credentials and courses: \_\_\_\_\_

## Section 4: CFES Certification Code of Conduct, Scope of Practice

I, the undersigned, have read, clearly understand and agree with the CFES certification and re-certification requirements, Professional Ethics and Conduct Guidelines, Scope of Practice and liability requirements. If I allow any CFES Skills Assessment Evaluator certification requirements to lapse my certification will be considered null and void.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Your first certification is valid for one year. Upon renewal there are one and two-year re-certification options.

PAYMENT DETAILS: Please tick (✓)

		Certification Fee*
<del>A. CFES Certified</del>	<del>Pass CFES course, national closed book exam, instructor skills assessment and certification requirements (CFES Group Fitness Instructor, Weight Training Instructor, or Personal Trainer Certification Exam)</del>	<del>\$120.00 GST \$6.00 Total \$126.00</del>
<del>B. Additional CFES designation certification exam</del>	<del></del>	<del>\$70.00 GST \$3.50 Total 73.50</del>
<del>C. Cross CFES based c</del>	<del></del>	<del>\$70.00 \$3.50 \$73.50</del>

**CFES Skills Assessment Evaluator certification/re-certification fees are waived.**  
**We honour your commitment to fitness leadership training and thank you for your hard work!**

Signature: \_\_\_\_\_

Tick One (✓):  Cheque or Money Order  Visa  MasterCard

Card # \_\_\_\_\_ Expiry Date: \_\_\_\_\_



# Canadian Fitness Education Services

Advancing the Standards in Fitness Leadership Training Since 1980

## CFES National Skills Assessment Evaluator Professional Ethics and Conduct Guidelines

The CFES Skills Assessment Evaluator's role is to teach CFES public and professional workshops and courses. The Skills Assessment Evaluator will collaborate or contract with CFES in developing and presenting current and new workshops and/or courses for certification and recertification. At times the Skills Assessment Evaluator will approach CFES with a pre-established module or workshop to be CFES recognized for recertification credits and CFES distribution.

The individuals that could qualify to be certified by CFES to be an Skills Assessment Evaluator may include (*the list is not complete*):

- CFES Certified instructor and or personal trainer with excellent experience and professional reputation;
- Physical education teacher;
- College professor in related field;
- University student in related field;
- University professor in related field;
- Health and Wellness Teachers, Professors, Managers in related field;
- Fitness Program Director;
- Fitness Club Manager.

As a CFES Skills Assessment Evaluator, I will be expected to meet the following guidelines:

### Personal Attributes

- Have an interest, enthusiasm and commitment to excellence in education and training;
- Promote positive thinking and enthusiasm about people and their potential to learn;
- Develop and maintain credibility, sincerity with the students, peers, and the fitness community;
- Maintain good records;
- Knowledgeable in the subject matter;
- Demonstrate self-motivation and be able to motivate others;
- Possess good time management, planning and organizational skills;
- Excellent communication skills, encouraging effective two-way communication (speaking and listening);
- Have dedicated time to carry out my role, including availability to my audience outside of the course or class session for questions, feedback, and concerns;
- Possess self-confidence, poise, patience, and a healthy self-image;
- Be personable in order to establish and maintain positive mutual working relationships;
- Be flexible and able to alter plans and directions in a manner which assists people in moving toward their goals;
- Value each student as a unique individual;
- Be perceptive of individual differences in learning, possess the ability to diagnose when students have difficulties, and assist those students in obtaining understanding and success;
- Be a realistic role model, aiming to demonstrate balance; express honesty, integrity and core values;
- Perform evaluations and mark without bias, conflict of interest, self-gains or vested interest in the outcome.

### Communication Skills

- Possess the skill, knowledge, and ability to communicate well with students;
- Clarify and present the information in a succinct and meaningful manner;
- Provide an atmosphere that is learning centered, welcoming, caring, supportive and professional;
- Use positive motivation to create enthusiasm and interest in the minds of the students;
- Respect the privacy and confidentiality of all students;
- Use effective body language supported by verbal skills, creating a long lasting impression in the minds of the students;
- Ability to maintain the volume, tone and rhythm of the voice during the workshop;
- Use open communication in order to create dialogue rather than a monologue;
- Respect professional boundaries regarding appropriate and acceptable language, touching, overall conduct and promotion of programs;
- Understand that swearing, sexual oriented body or verbal language; being untruthful; encouraging gossip; economic maneuvering in sales and copyright infringements are examples of unprofessional or inappropriate conduct.

### Technical Skills

- Have the skill, knowledge, confidence, and ability in the subject matter that you are presenting;
- Demonstrate a working knowledge and understanding of the CFES model, mission, direction, and focus, following CFES professional ethics and conduct guidelines for all modules;
- Possess the ability to determine and work with differing styles of student learning and abilities;
- Evaluate the student's current level of competency in learning, listening, and retention;
- Provide feedback and encouragement that will enhance and promote future growth and professional and/or personal development in the student;
- Be up to date with all the latest teaching aids like computers, video conferencing, use of internet, etc;
- Be aware of "best practice" in the industry and understand the importance of maintaining the standards of CFES;
- Keep records of all evaluations and test results and document the results appropriately, concisely, and clearly;
- Provide the education within the module's professional scope of practice (see below);

### For Certification Consistency and Program Effectiveness:

- Assess the audience's current level of competency and knowledge base;
- Determine the needs of the audience;
- Set clear expectations, learning objectives, and learning outcomes for the module;
- Plan your format and delivery;
- Present research based information and try to answer each student inquiry with honesty. If the answer is not known seek it out for the student;
- Present with passion for the subject matter, mixing academics with practical examples;
- Provide visual, auditory and kinesthetic teaching instead of purely lecturing. Include activities and group involvement wherever possible;
- Provide fair judgment, professionalism, and expertise at all times;
- Give feedback and set goals for future growth and development;
- Objectively mark and evaluate;
- Consistently follow the marking criteria as outlined for the Skills Assessment Evaluator for national consistency;
- Approve the certification of that student for CFES documentation;
- Be the ambassadors of CFES certification, maintaining and upholding our national credibility and professional reputation as a standard of excellence;
- Be confident CFES certified leaders leaving your programs are employable;

### For Safety:

- Have all students fill out a PAR-Q prior to engaging in the module;
- All students must be cleared to participate in the module, especially if the module is activity based;
- Provide education within your CFES professional scope and standard of practice (see below);
- Maintain a current CPR-A minimum and Standard or Emergency First Aid certifications or equivalent and retain annual liability insurance;
- Understand the emergency procedures of the establishment where you are teaching;
- Know the location of the First Aid Room/Equipment and where the emergency exits are located where you are teaching;
- Always have discussions and provide professional feedback in private whenever possible;
- Always try to provide feedback in a positive manner, however should disappointment, anger, frustration, or violence ensue, remove yourself from the situation and get help. Notify the supervisor or call 9-1-1 if applicable.

### For Professional Credibility:

- Respect individuality and equality of students;
- Promote honesty of feedback, originality of each student, and give credit where credit is due;
- Uphold a professional image through conduct and appearance;
- Maintain CFES recertification standards presented in the CFES Presenter and Skills Assessment Evaluator Handbook;
- CFES Employability Standard: Be open to welcoming back a certified leader from your program, who was deemed "not employable" by an agency where they were hired to work. Invite them to register for your practicum or mentorship program where they will continue to practice until it is agreed they are ready to re-do their SAE.
- Maintain CFES Skills Assessment Evaluator recertification requirements;
- Advance CFES Skills Assessment Evaluator certification: add credentials, attend programs, events; network with professionals;
- Keep up to date with exercise trends, safety, new programs, techniques, and current research;
- Have regular evaluations of your own education and teaching skills, abilities and conduct from participants, peers and supervisors.

## CFES Skills Assessment Evaluator Scope of Practice

The CFES Skills Assessment Evaluator Certification is meant to perform instructor and/or personal trainer skills assessments following CFES certification policies and procedures.

### The Skills Assessment Evaluator will:

- Value each student as a person;
- Provide knowledge, advice, and resources to the student in order to enhance their learning experience;
- Provide guidance, motivation, emotional support, and role modeling;
- Assess a student's level of competency and expertise in the CFES module by properly using the marking tools provided;
- Use objectivity when marking, use the standards of excellence to base your marking, and specifically follow the marking protocol outlined in each module;
- Maintain and uphold the standards of excellence and the credibility of the CFES certification model by using fair judgement, professionalism, and expertise at all times;
- Provide feedback on the student's performance and set goals for future growth and development;
- Evaluate students to ensure that they achieve the performance standards and the competencies as outlined by CFES;
- Approve the certification of that student. In doing so, the Skills Assessment Evaluator must be able to state that the student has met all of the course and certification exit criteria as presented.

## Liability Insurance and the Fitness Professional

### Who needs liability insurance?

As a fitness professional, you have a professional responsibility to operate within your scope of practice and to protect yourself from the possibility of a law suit. While a law suit is only credible if there is intentional misconduct or negligence on the part of the Skills Assessment Evaluator which results in damage or loss to the student, it is prudent for Skills Assessment Evaluators to be covered personally or through their employer. Because most Skills Assessment Evaluators are working fitness professionals, most will already carry some form of insurance. It is important to discuss your various roles with the insurance company to ensure that all responsibilities are covered.

## Procedures to Protect Against a Negligence Suit

### Liability

- Refers to the responsibility to provide services in a reasonable, prudent manner in accordance with current professional standards.

### Negligence

- Refers to the failure to act as a reasonable and prudent person would under similar circumstances. Negligence is carelessness, inattention, disregard, inadvertence or oversight that was accidental but avoidable.

### Certification

- Become certified as an Skills Assessment Evaluator through a provincially and nationally recognized organization like CFES;
- Become certified in CPR and Fitness First Aid. Know emergency procedures for the facility and where the first aid kit is kept;
- Stay current and up to date through continuing education. CFES offers certified members access to an online magazine, articles, videos, networking blogs; online store for equipment, education and recognized variety of re-certification workshops, courses and development through three levels of certification;
- Subscribe to a professionally recognized magazine or journal to keep up on current literature.

### Liability Insurance

- Study and understand legal liability and types of insurance coverage. See info on CFES website;
- Be educated on the differences between group and individual insurance policies;
- Discuss all responsibilities and scenarios with the insurance company in order to be clear about when and where you need coverage;
- Ensure that employers carry facility and third party liability coverage. It is important to ask your employer what coverage is in place and obtain a copy of the policy for your records.
- When working as a Skills Assessment Evaluator, it is possible that you will be working as a contractor, therefore you must carry your own insurance (i.e. the facility does not cover you while conducting an evaluation in their facility, unless you are an employee, being paid by the facility NOT the student);
- Purchase personal liability insurance privately or through CFES liability provider Holman Insurance as a certified Skills Assessment Evaluator.

- Holman Insurance offers an individual liability policy from one million to five million dollar coverage. Please be clear when purchasing this policy Holman Insurance recommends specific professional conduct and recommends you to follow basic health screening protocols by use of CSEP's PAR-Q / PARmed-X and PARmed-X for Pregnancy and to refer clients to the appropriate health/fitness professionals where indicated to receive coverage. For further information and application go to <http://canadianfitness.net/certification/insurance-info.html>

#### **Documentation**

- In a journal clearly document any negative outcomes during the module (i.e. demonstrated frustration, threats, etc.).
- Clearly document any accidents or injuries that happen during the module; administering and retaining Health Screening Forms, Accident Report Forms, and keeping a journal.
- Document efforts to provide a consistently high quality of education: preparing and keeping outlines for the session, administering and obtaining learning needs surveys and satisfaction surveys.
- Document any evaluation or test results, consistently following the marking procedures;
- Be consistent, fair, and non-biased;
- Clearly document whether the student passed or failed;
- In a journal clearly document any negative outcomes (i.e. demonstrated frustration, threats, etc.).

#### **References:**

##### **References:**

1. Canadian Society of Exercise Physiology (CSEP) Forms are available to download on their website: <http://www.csep.ca>
2. Canada Safety Council Canadian Fitness Safety Standards; website: <http://archive.safety-council.org/info/sport/standards.html>
3. IDEA, Codes of Ethics, Ethical Practice Guidelines for Group Fitness Instructors; July-August 2011 IDEA Fitness Journal, 124.
4. National Fitness Leadership Advisory Committee (NFLAC) , “Legal Liability Considerations for the Fitness Leader”; Report of the National Fitness Leadership Advisory Committee (NFLAC), Ottawa, 1990.
5. CFES Group Fitness Instructor Student Manual 6th Edition., “Liability Insurance: Who needs liability insurance?”, September 2012