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DOMAIN 1: SCREENING AND ASSESSMENT (13%)

**TASK**
ASSESS AND MONITOR THE ATHLETE'S CURRENT AND ONGOING: 1) FITNESS GOALS; 2) FITNESS LEVEL; 3) READINESS FOR TRAINING; AND 4) PERFORMANCE RELATIVE TO GOALS, FITNESS LEVEL, AND READINESS FOR TRAINING.

**SKILLS**
ABILITY TO:
- Assess athlete’s capability to perform functional movements.
- Recognize movement faults within functional movements.
- Evaluate current work capacity.
- Identify current fitness goals and readiness for training.
- Assess current athlete condition (i.e., body-fat percentage, energy levels, lifestyle, sleep, diet, medical conditions).
- Use a medical and training history questionnaire.
- Recognize conditions and injuries outside Certified CrossFit Trainer Scope of Practice that require referral (i.e., medical conditions and risk factors).
- Determine an athlete’s rhabdomyolysis (“rhabdo”) risk.
- Identify when athlete is ready to progress.
- Track and quantify athlete performance.

**KNOWLEDGE**
KNOWLEDGE OF:
- Certified CrossFit Trainer Scope of Practice.
- Points of performance common to most functional movements, including midline stabilization, posterior-chain engagement, knees tracking in line with the feet, sound hip function, active shoulders, movement in (or near) the frontal plane, effective stance and grip, core-to-extremity movement, and full range of motion about a joint.
- How these points of performance are expressed relative to specific movements.
- The relationship between violations of the points of performance and functional capacity (i.e., how to use functional movements as an assessment tool for current ability).
- General metrics for beginner, intermediate, and advanced levels of fitness.
- Exercise risk factors and contraindications (such as injuries, “normal” ranges of pain, medical conditions and medications), as well as ability to assess participants to determine readiness for training.
- Special-population risk factors (e.g., diabetic, hypertensive, cardiac, orthopedic, pre-/post-natal).
- Rhabdomyolysis, including the specifics of the condition, symptoms, proposed causes, and prevention.
CONTENT OUTLINE

DOMAIN 1: SCREENING AND ASSESSMENT (13%), continued

TASK

ASSESS AND MONITOR THE ATHLETE'S CURRENT AND ONGOING: 1) GENERAL LIFESTYLE PATTERNS, 2) DIET, AND 3) NUTRITIONAL NEEDS FOR HIS/HER PERFORMANCE AND FITNESS GOALS.

SKILLS

ABILITY TO:

• Evaluate current diet in relation to performance and fitness goals.
• Consult with an athlete to obtain information on lifestyle topics affecting health and performance.
• Identify current lifestyle patterns (e.g., sleep; stress; drug use including alcohol, over-the-counter drugs, supplements, etc.; training volume).
• Identify signs of a nutritional disorder.
• Identify signs of over-training or under-training.
• Identify goals associated with nutrition/lifestyle.
• Assess basic health measurements (e.g., body-fat percentage, weight, heart rate, blood pressure) to track progress.
• Adhere to Certified CrossFit Trainer Scope of Practice.

KNOWLEDGE

KNOWLEDGE OF:

• CrossFit nutrition guidelines: Eat meat and vegetables, nuts and seeds, some fruit, little starch, and no sugar. Keep intake to levels that will support exercise but not body fat.
• How to use empirical data to adhere to nutritional guidelines.
• Certified CrossFit Trainer Scope of Practice.
• Current United States Department of Agriculture (USDA) guidelines.
• Nutrition/lifestyle factors and obstacles that affect wellness, performance, and compliance.
• Cause-and-effect relationship between diet, lifestyle, physical activity, stress, etc.
• Over-training or under-recovering/fueling symptoms to include physical, emotional, and retrograde performance.
• Recovery- and performance-enhancing lifestyle practices.
• How to use instruments for common metrics (body-fat percentage, weight, heart rate, blood pressure) and ability to assess relative change.
• Sick, well and fit values related to basic health measurements (e.g., metabolic health, lipid panel, and/or inflammatory markers) and to athlete goals.
• Understanding of relative vs. absolute change.
• Basic physiology regarding macronutrients and metabolic pathways.
• Basic endocrinology regarding hormonal response and metabolism.
• Zone methodology of food quantities relative to sex, current size, workout volume, and goals.
• Common pre-workout/post-workout fueling strategies.
• Common principles of the Paleo diet, and rationale for a diet of whole, unprocessed foods.
CONTENT OUTLINE

DOMAIN 2: PROGRAMMING/PROGRAM DESIGN (13%)

TASK

DESIGN ONGOING WORKOUT PLANS TO OPTIMIZE RESULTS BASED ON ATHLETE GOALS, FITNESS LEVEL, HEALTH/INJURY STATUS, AGE, AND EXPERIENCE.

SKILLS

ABILITY TO:

- Design workouts using the CrossFit methodology.
- Design programming that will improve fitness for all levels of athletes in an individual or group setting.
- Apply the strategy of mechanics, consistency, and intensity when introducing individuals to CrossFit programming to optimize athlete safety, retention, and performance.
- Scale/individualize workouts to optimize efficacy for every fitness level based on athlete needs, goals, capacity (i.e., injured, elderly, pregnant, kids, etc.) and health status (disease, medications, etc. as within the Certified Trainer Scope of Practice).
- Evaluate the effectiveness of programming utilizing CrossFit’s definition of fitness.
- Evaluate program success relative to athlete goals and status.
- Assess athlete progress relative to CrossFit definition of fitness and his or her personal goals.
- Monitor and adjust programming based on athlete performance and goals.
- Apply benchmark workouts to track progress.
KNOWLEDGE OF:

- CrossFit terminology, definitions, methodology, and conceptual framework including but not limited to CrossFit; fitness; functional (and relevant descriptors); points of performance; triage; variance; core, core strength; targeting; biasing; power; intensity (to include absolute and relative); health; technique; mechanics; threshold training; virtuosity; efficiency, efficacy, safety; mechanics, consistency, intensity.
- CrossFit as a general physical preparedness (GPP) program.
- Signs/symptoms of exertion/overexertion.
- Common CrossFit benchmark workouts (i.e., The Girls, Fight Gone Bad, Murph).
- Mechanics, consistency, intensity charter and how to apply per individual’s fitness level and readiness for training.
- Scope of common functional movements included in the program (see list for Coaching Domain).
- How to apply variance in programming to optimize fitness, including using variations in load, equipment, distance, and/or repetitions, rest intervals, durations, and movements.
- How to limit variance to target weaknesses or to develop or maintain a specific goal or bias.
- When and why scaling is effective and/or necessary.
- How to scale (variables that affect absolute intensity) movements and workouts (before and during) while preserving the stimulus and appropriate relative intensity. Scaling strategies for current work capacity (to include age, injury, ability), specific conditioning goals/weaknesses (to include skill acquisition, tapering for an event), and lifestyle patterns (to include over-trained athletes and athletes with chronic injuries or potential overuse considerations).
- Effects of movements performed independently or performed in a workout paired with other movements, as well as within the context of recent and long-term programming for optimizing GPP or for a specific goal.
- How to apply rest/recovery periods to improve fitness.
- Common CrossFit programming pitfalls.
- How to analyze a workout log and use of benchmark workouts to be able to make changes to future programming.
- Adaptations to various training protocols (to include resistance training, plyometric training, speed/agility/speed-endurance training, and aerobic exercise).
- Common program templates (e.g., conjugate templates, linear progression, long slow distance (LSD) cardio) and how to determine effect on GPP.
CONTENT OUTLINE

DOMAIN 3: COACHING (48%)

TASK

APPLY PRINCIPLES OF CROSSFIT TO TRAINING ATHLETES.

SKILLS

ABILITY TO:

• Communicate and apply CrossFit methodology to training athletes.

KNOWLEDGE

KNOWLEDGE OF:

• CrossFit terminology and definitions (see list in Programming/Program Design Domain) and their application.
• Characteristics of functional movements.
• Points of performance common to most functional movements (see list in Screening and Assessment Domain).
• How these points of performance are expressed relative to specific movements.
• Scope of functional movements included in the program, which include gymnastics/body-weight movements, weightlifting, and monostructural metabolic conditioning movements (see list in Coaching Domain, to follow).
• Validity of any movement in relation to achieving fitness or other performance goals.
• Basic physics (i.e. work, power, force, speed).
• Goals of CrossFit program and how the goals are met.
• How to scale functional movements and workouts while preserving the stimulus and appropriate relative intensity. Scaling strategies for current work capacity (to include age, injury, ability), specific conditioning goals/weaknesses (to include skill acquisition, tapering for an event), and lifestyle patterns (to include over-trained athletes and athletes with chronic injuries or potential overuse considerations).
CONTENT OUTLINE

DOMAIN 3: COACHING (48%), continued

TASK

APPLY AND EDUCATE ATHLETES ON SOUND NUTRITIONAL AND LIFESTYLE STRATEGIES.

SKILLS

ABILITY TO:

- Outline dietary strategies (to include food choices and amount) for athletes based on measured and recorded data (i.e., food log) to increase fitness and/or meet athlete goals.
- Outline lifestyle and nutritional practices associated with wellness, recovery, and stress reduction.
- Recognize signs of disorders associated with eating, stress, allergies, and recovery and refer these athletes to professionals in accordance with the CrossFit Trainer’s Scope of Practice.
- Provide recommendations to help athletes recognize common nutritional pitfalls and to help make diet a manageable aspect of lifestyle.
- Recognize medical conditions are outside the Certified CrossFit Trainer’s Scope of Practice relative to providing dietary education.

KNOWLEDGE

KNOWLEDGE OF:

- CrossFit nutritional guidelines: Eat meat and vegetables, nuts and seeds, some fruit, little starch, and no sugar. Keep intake to levels that will support exercise but not body fat.
- How to assess diet and propose changes to diet as a result of measured, observed, and recorded data (to include food choices, macronutrient composition and total caloric intake) as it relates to performance goals, health metrics, and lifestyle factors (to include compliance, motivation).
- Proper food quantities relative to gender, current size (LBM), workout volume, and goals.
- How to build sample meal plans using Zone-block methodology and educate others to do the same.
- How to read food labels and educate others to do the same.
- Relationship between alcohol and drug use, stress, and sleep deficiencies on metabolism and performance.
- Most food compositions, specifically whole, unprocessed foods, and a general knowledge of common processed foods.
- Supplement strategy and rationale proposed by CrossFit.
- Common supplements and protocols (e.g., fish oil, vitamin D).
- Correlation vs. causation in scientific claims.
- Popularized CrossFit nutrition strategies and variations (i.e., the Paleo diet, the Zone Diet, intermittent fasting).
- Strategies to overcome common nutritional pitfalls, including 1) quality in the absence of quantity; 2) quantity in the absence of quality; 3) trying to achieve multiple goals at once (e.g., lean out and gain mass); 4) adopting “diet” not lifestyle; 5) dogma vs. empiricism.
- Basic physiology regarding macronutrients and metabolic pathways (e.g., glycolysis, fructose metabolism, fatty acid metabolism, protein metabolism), micronutrients in metabolism, and basic endocrinology, and how to apply this to meet CrossFit nutritional guidelines.
- Certified CrossFit Trainer Scope of Practice.
CONTENT OUTLINE

DOMAIN 3: COACHING (48%), continued

**TASK**

**DESCRIBE AND TEACH FUNCTIONAL MOVEMENTS**

- Gymnastics/Calisthenics/ Body-Weight Movements
- Pull-ups (variations; i.e., kipping, L, chest-to-bar)
- Dips/ring dips
- Push-ups
- Handstand push-ups
- Sit-ups (variations; i.e., AbMat, GHD)
- GHD (variations; i.e., back extension, hip extension, hip and back extension)
- Burpees
- Pistols
- Muscle-ups (variations; e.g., kipping)
- Rope climbs
- Knees-to-elbows (variations; i.e., kipping, toes-to-bar)
- Lunges (variations; i.e., overhead, weighted, walking)
- Air squats
- Box jumps
- L-sit and other static holds (e.g., planche, lever)
- Hollow rocks

**WEIGHTLIFTING**

- Olympic lifts - clean and jerk and snatch and variations and progressions (e.g., power snatch, power clean, split jerk, push jerk, Burgener warm-up)
- Fundamental barbell movements – deadlift, back squat, front squat, overhead squat, sumo deadlift high pull, thruster, shoulder press, push press, bench press
- Kettlebell – swing, snatch, sumo deadlift high pull
- Dumbbells – to include all barbell and kettlebell movements
- Other – wall ball, medicine ball clean

**MONOSTRUCTURAL METABOLIC CONDITIONING**

- Rowing
- Running
- Double-unders

**SKILLS**

**ABILITY TO:**

- Choose appropriate exercises to minimize risk given the fitness level, health status, and readiness of athlete.
- Explain proper execution of movements (i.e., sound mechanics) and importance of proper execution relative to minimizing risk and optimizing performance.
- Communicate effectively to ensure proper execution of task and movement.
- Layer instruction to meet athlete capability.
- Use progressions to teach complex moves as necessary.
- Provide an adequate visual example of movements when necessary to facilitate athlete understanding or performance.
- Educate athletes on the significance and application of functional movements relative to fitness and health.
CONTENT OUTLINE

DOMAIN 3: COACHING (48%), continued

KNOWLEDGE

KNOWLEDGE OF:

- CrossFit’s definition of functional movements.
- Functional movements and their variations.
- Pattern matching (deriving common points of performance for any other movements, where applicable). Effective vs. ineffective positions regardless of movement and goals.
- Points of performance common to most functional movements (see list in Screening and Assessment Domain).
- How these points of performance are expressed relative to specific movements.
- How to scale functional movements while preserving the stimulus and appropriate relative intensity. Scaling strategies include current work capacity (to include age, injury, ability), specific conditioning goals/weaknesses (to include skill acquisition, tapering for an event), and lifestyle patterns (to include over-training and long-term injuries with potential overuse considerations).
- Common CrossFit progressions for teaching complex movements.
- Multiple cues for each point of performance and the how to use different types of cues (e.g., verbal, visual, tactile).
- Basic skills for effective communication when teaching.
- Basic physics (i.e., power, work, force, speed).
- Basic knowledge of anatomy and physiology that enables a trainer to facilitate sound mechanics (to include the aforementioned common points of performance) in athletes.
CONTENT OUTLINE

DOMAIN 3: COACHING (48%), continued

TASK

DISCRIMINATE SOUND MECHANICS FROM UNSOUND MECHANICS.

SKILLS

ABILITY TO:

- Identify the difference between sound and unsound mechanics.
- Identify nuances of movement (i.e., efficiencies) for enhanced performance.
- Identify violations in common points of performance (faults).

KNOWLEDGE

KNOWLEDGE OF:

- Consequences of faults relative to risk for injury and performance.
- Points of performance common to most functional movements (see list in Screening Domain) and their relevance to safety and performance.
- How these points of performance are expressed relative to specific movements.
- Violations of the common points of performance, from severe to minor to nuanced.
- Understanding the cause of unsound mechanics, regardless of which faults are displayed.
- How to prioritize points of performance to address the one that most negatively increases the risk for injury or decreases performance potential (triage).
- Basic knowledge of anatomy and physiology that enables a trainer to facilitate sound mechanics (to include the aforementioned common points of performance) in athletes.
CONTENT OUTLINE

DOMAIN 3: COACHING (48%), continued

**TASK**

FACILITATE CORRECT MOVEMENT PATTERNS.

**SKILLS**

ABILITY TO:

- Use cues to correct unsound mechanics.
- Use multiple cues and cueing strategies until mechanics improve.
- Utilize effective cues (clear, concise, actionable, timely).
- Address athlete's global movement faults beyond instruction in one specific movement (e.g., kinesthetic awareness, strength, coordination, flexibility).

**KNOWLEDGE**

KNOWLEDGE OF:

- Sound mechanics in functional movements, which includes knowledge of the points of performance common to most functional movements (see list in Screening and Assessment Domain).
- How these points of performance are expressed relative to specific movements.
- Multiple effective cues and strategies for each fault (includes visual, verbal, tactile; e.g., appropriate use of hands, boxes, bands, etc.).
- Teaching progressions, or reduction of a movement to a specific element, to address movement faults.
- Basic knowledge of anatomy and physiology that enables a trainer to facilitate sound mechanics in athletes.
- Ability to determine when cues or communication was ineffective for improving movement.
- Pattern-matching concepts (i.e., ability to assess points of performance regardless of the movement).
- How to prioritize faults to address the one that most negatively increases the risk for injury or decreases performance potential (triage) in a specific movement or across multiple movements ("global" faults).
- Selective ignoring strategies (i.e., cue and correct one part of a movement at a time in order of priority).
- Spotting techniques (e.g., weightlifting, gymnastics) to facilitate sound mechanics and acquisition of new skills.
DOMAIN 3: COACHING (48%), continued

**TASK**

**TASK:** LEAD, INSPIRE, MOTIVATE, ENCOURAGE, AND ENGAGE ATHLETES.

**SKILLS**

**ABILITY TO:**
- Provide athletes with strategies for goal setting.
- Balance fault correction with positive reinforcement.
- Create a culture and community of excellence and camaraderie.
- Establish rapport with athletes (e.g., eye contact, use of names, and being accessible, respectful, approachable, and service oriented).
- Motivate athletes toward success.
- Demonstrate empathy by observing, interpreting, and responding appropriately to verbal and non-verbal communication.
- Set a positive example for athletes to follow and establish credibility by following one’s own recommendations, programming, fitness and health principles, etc.
- Provide leadership to athletes regardless of the setting.
- Adhere to CrossFit Standards of Professional Practice.

**KNOWLEDGE**

**KNOWLEDGE OF:**
- The realistic timing to achieve fitness goals relative to a current level, and how to determine achievable goals within a meaningful time span.
- Goal-setting strategies given various timeframes and goals, and strategies for personal accountability.
- Interpersonal communication skills, such as verbal and nonverbal communication (e.g., listening, body language) to facilitate a positive athlete experience.
- CrossFit Standards of Professional Practice.
- Signs of athlete dissatisfaction and disengagement, both verbal and nonverbal.
- Self-awareness, specifically related to fitness and health methodology, practice, and goals.
- Leadership skills that motivate athletes to a common goal (or personal goal, where appropriate).
- The CrossFit community and CrossFit’s culture of excellence (virtuosity, integrity, service) and camaraderie.
## CONTENT OUTLINE

### DOMAIN 4: CLASS AND ATHLETE MANAGEMENT (9%)

<table>
<thead>
<tr>
<th>TASK</th>
<th>ORGANIZE ATHLETES, SPACE, EQUIPMENT, AND TIME TO ACHIEVE WORKOUT OBJECTIVES.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>ABILITY TO:</td>
</tr>
<tr>
<td></td>
<td>• Plan lessons for a class period, including general and/or specific warm-up, skill-development session, workout, and cool-down.</td>
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<tr>
<td></td>
<td>• Manage logistics (including an effective instructor-to-athlete ratio, equipment demands, workout duration, and space requirements) to maximize workout effectiveness and minimize risk to athletes.</td>
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<tr>
<td></td>
<td>• Balance attention across the individuals of a group, as well as between individual and group instruction.</td>
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<td></td>
<td>• Maintain group cohesion and interest during all portions of the class.</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>KNOWLEDGE OF:</td>
</tr>
<tr>
<td></td>
<td>• Goals, strategies, and movements for general warm-up activity, skill-development sessions, workouts, and cool-downs.</td>
</tr>
<tr>
<td></td>
<td>• Strategies to manage the logistical considerations and/or limitations of available workout space, staff, time, and/or equipment to maximize workout success and minimize athlete risk.</td>
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<td></td>
<td>• Athlete organization and arrangement to maximize positive experience and learning and minimize risk.</td>
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<tr>
<td>TASK</td>
<td>MANAGE RISK FOR THE ATHLETE, TRAINER, AND/OR FACILITY.</td>
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<tr>
<td>SKILLS</td>
<td>ABILITY TO:</td>
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<tr>
<td>• Obtain written and signed medical release from athlete, and from the appropriate doctor for any medical condition(s).</td>
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<tr>
<td>• Arrange equipment and athletes to minimize risk.</td>
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<tr>
<td>• Maintain and inspect equipment and keep facility clean and minimize risk for injury and infection.</td>
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<tr>
<td>• Maintain records relevant to equipment, facilities, and personnel.</td>
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<tr>
<td>• Educate athletes on personal responsibility in a workout setting (e.g., how to scale intensity, load, repetitions, and movements for their needs and goals).</td>
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<tr>
<td>• Recognize and respond to extreme environmental conditions (such as heat, cold, altitude, pollution, humidity).</td>
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<tr>
<td>• Utilize correct spotting techniques and educate athletes of the same when applicable.</td>
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<tr>
<td>• Obtain appropriate insurance policy and determine and address any other legal needs.</td>
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<tr>
<td>• Adhere to CrossFit Trainer Scope of Practice.</td>
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<tr>
<td>• Adhere to CrossFit Standards of Professional Practice.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>KNOWLEDGE OF:</th>
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<tbody>
<tr>
<td>• CrossFit Trainer Scope of Practice.</td>
<td></td>
</tr>
<tr>
<td>• CrossFit Standards of Professional Practice.</td>
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<tr>
<td>• Effective instructor-to-athlete ratios dictated by class type, size, and experience level of trainer.</td>
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<tr>
<td>• Medical-waiver contents (drafted by attorney as per state regulations).</td>
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<tr>
<td>• Equipment warranty and instruction manuals. Basic safety inspection of equipment and preventative maintenance of equipment. Prioritization of safety inspections and frequency.</td>
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<tr>
<td>• Sanitation guidelines. Cleaning techniques to eliminate common blood-borne pathogens.</td>
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<tr>
<td>• Minimum safe distance between athletes and equipment at all times.</td>
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<tr>
<td>• Documentation requirements regarding athletes, employees, insurance policies, and equipment records.</td>
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<tr>
<td>• Dangerous environmental factors.</td>
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<tr>
<td>• Common physiological responses and recommendations for exercising in extreme conditions.</td>
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<tr>
<td>• Insurance-policy coverage and exclusions, common legal issues for gyms (to include professional liability, general liability, workers comp, health and disability).</td>
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<tr>
<td>• How to spot weightlifting and gymnastics movements.</td>
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</tbody>
</table>
## CONTENT OUTLINE

### TASK

**PREPARE FOR A MEDICAL EMERGENCY AND EQUIPMENT OR FACILITY MALFUNCTION.**

### SKILLS

**ABILITY TO:**
- Prepare and practice response to facility emergencies, acute medical conditions, and injuries (i.e., create an emergency action plan - EAP).
- Follow the EAP.
- Recognize signs of overexertion.

### KNOWLEDGE

**KNOWLEDGE OF:**
- Basic procedures for injury management and emergency response within the scope of practice for a fitness professional (CPR, AED, first aid).
- Industry guidelines, laws, and procedures for responding to emergencies and injuries.
- Location of EAP and required course of action.
- Signs of overexertion.