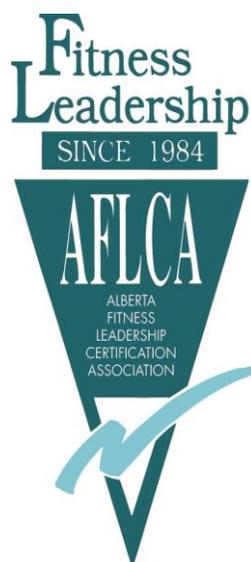




National Fitness Leadership Association

Group Exercise Performance Standards



National Fitness Leadership Association Group Exercise Performance Standards

A Group Exercise Leader designs and implements a safe and effective group exercise class for apparently healthy participants.

Group Exercise Leadership Performance Standards build on the NFLA Exercise Theory Prerequisite Knowledge Base.

Health-Related Benefits of Physical Activity

Performance Standard

The Group Exercise Leader will describe the benefits of Group exercise classes.

Competencies:

1. Defines group exercise
2. Explains current trends and factors that influence the popularity of group exercise
3. Describe and explain the benefits of group exercise, including weight management, aerobic capacity and stress.

Leadership & Communication

Performance Standard #1

The Group Exercise Leader will demonstrate and identify qualities, strategies, and skills of effective leadership.

Competencies:

1. Employs professional qualities of leadership strategies in the delivery of exercise classes to encourage program adherence.
2. Understand the difference between student-centered and teacher-centered instruction.

Performance Standard #2

The Group Exercise Leader demonstrates a variety of effective communication techniques.

Competencies:

1. Effectively utilizes verbal, visual and kinesthetic cueing
2. Describe how to enhance verbal, visual and kinesthetic cueing to improve exercise acquisition of participants
3. Explain effective communication skills
4. Effectively applies techniques of giving /receiving feedback with participants
5. Utilizes techniques to reduce voice injury

Performance Standard #3:

The Group Exercise leader demonstrates knowledge of group dynamics.

Competencies:

1. Creates a supportive, participant-centered environment
2. Identifies and minimizes challenges in leading group exercise classes
3. Monitors the stages of group development and takes specific actions to improve group dynamics.
4. Identifies behavior modification strategies for motivating individuals based on the Transtheoretical Model of Behaviour Change (Stages of Change Theory)

Exercise Analysis

Performance Standard

The Group Exercise leader selects safe and appropriate exercises for the goals and objectives of a group exercise class.

Competencies:

1. Apply the process of movement analysis to adapt exercises to individual abilities
2. Demonstrates ways to execute the exercise selections
3. Explain the intended and actual purpose of a given exercise; analyze its potential risks and provide modifications (progression, regression, alternative)
4. Explain contraindicated exercises for given individual abilities and limitations
5. Identify common exercise modifications
6. Explain the importance of proper body alignment, posture and core stabilization in injury prevention
7. Identify errors in technique and provide corrections
8. Incorporate appropriate static stretch(es) for the muscles used during the exercise class

Program Planning

Performance Standard #1

The Group Exercise Leader designs an effective program using established methods and training principles. The Group Exercise Leader evaluates programs using measurable outcomes to ensure effective and appropriate programming.

Competencies:

1. State the steps in class design
2. Explain the importance of a given class component to fitness of participants
3. Explain the purpose of a given component of fitness to wellness
4. Effective application of exercise principles including FITT, specificity, progressive overload, periodization and ceiling effect
5. Apply principles of conditioning to a variety of GE programs
6. Identify and differentiate methods to monitor exercise intensity
7. Implements ways to evaluate the effectiveness of class design
8. Implement functional fitness within the class setting to support ADL's
9. Describe use of a variety of training methods/types (ex. circuit training, sport-specific, interval/HIIT)

Performance Standard #2

The Group Exercise leader will select music appropriate to both the class format and audience.

Competencies:

1. List reasons for using music in an exercise setting
2. Identify music appropriate for different class formats and styles (including beats per min)
3. Identify safe music/mic volumes
4. Describe music copyright laws

Performance Standard #3

The Group Exercise Leader will demonstrate how to use equipment to enhance training for various participants and class types, ensuring that it is both safe and effective.

Competencies

1. Describe the purpose of different pieces of portable exercise equipment
2. Describe the advantages and disadvantages of using a piece of equipment
3. Identify when it is appropriate to use equipment or not
4. Design appropriate exercises and alternatives using various pieces of equipment

Professional Practice & Risk Management

Performance Standard #1

The Group Exercise leader demonstrates knowledge of professional conduct in a group exercise setting.

Competencies:

1. Adheres to the scope of practice
2. Acts in accordance to the code of conduct
3. Acts as an informed resource to colleagues and participants
4. Understands the role of maintaining accreditation to continued professionalism
5. Understands the role of continued education to continued professionalism

Performance Standard #2:

The Group Exercise Leader designs and conducts classes in such a way to minimize and manage risk.

1. Utilizes pre-screening strategies for safe program delivery for participants and their participation in physical activity (e.g., PAR-Q+, ePARmed-X+)
2. Use of space effectivity to account for safety issues and needs of participants with visual, hearing, proprioception or cognitive impairments
3. Familiar with Emergency Action Plan requirements, including safety issues related to but not limited to floor surfaces, proper footwear, lighting, acoustics, telephone, ventilation, and accessibility to water, washrooms, facility emergency procedures and exits
4. Aware of how facility type, size, location, etc. impacts exercise programming