

PERFORMANCE STANDARDS: Group Cycle

Group Cycle Performance Standards build on the Foundations in Physical Activity and Exercise prerequisite knowledge base.

Performance Standards

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

Group Cycle Performance Standards build on the FLC Foundations in Physical Activity and Exercise Prerequisite Knowledge Base.

I: HISTORY AND EVOLUTION OF GROUP EXERCISE

Performance Standard

The Group Cycle Leader will describe the history of group exercise classes.

Competencies:

1. Defines group exercise.
2. Explains current trends and factors that influence the popularity of group exercise.
3. Describes the evolution of group cycle classes within the group exercise field.

II: HEALTH-RELATED BENEFITS OF PHYSICAL ACTIVITY

Performance Standard

The Group Cycle Leader will describe the benefits of group exercise classes.

Competencies:

1. Discusses the benefits of group exercise in general and group cycle exercise classes specifically as they relate to the overall benefits of physical activity, including weight management, aerobic capacity and stress management.

III: LEADERSHIP & COMMUNICATION

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Performance Standard #1

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

Competencies:

1. Employs professional qualities of leadership strategies in the delivery of group cycle exercise classes to encourage program adherence.
2. Differentiates between student-centered and teacher-centered instructional approaches and the pros and cons of each.
3. Employs situational leadership strategies to ensure a safe, effective group cycle exercise class.
4. Creates a positive learning environment within group cycle exercise classes.

Performance Standard #2

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

Competencies:

1. Effectively utilizes verbal, visual and kinesthetic cueing.
2. Describes how to enhance verbal, visual and kinesthetic cueing to improve exercise acquisition of participants.
3. Effectively applies techniques of giving /receiving feedback with group cycle exercise participants.
4. Utilizes techniques to reduce voice injury.

Performance Standard #3:

The Group Cycle Leader demonstrates knowledge of group dynamics.

Competencies:

1. Creates a supportive, student-centered environment through positive communications and interactions with students.
2. Identifies and minimizes challenges in leading group cycle exercise classes, such as cultural diversity and body image centredness
3. Monitors the stages of group development and takes specific actions to improve group dynamics.
 1. Utilizes behavior modification strategies for motivating individuals based on the Transtheoretical Model of Behaviour Change (Stages of Change Theory).

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IV: EXERCISE ANALYSIS

Performance Standard

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

Competencies:

1. Applies the process of movement analysis to choose exercises appropriate for all participants.
2. Explains the intended and actual purpose of a given exercise and any potential risks.
3. Demonstrates ways to execute the exercise selections effectively, including progressions, regressions and alternatives.
4. Explains contraindicated exercises for given individual abilities and limitations.
5. Explains the importance of proper body alignment, posture and core stabilization in injury prevention.
6. Identifies errors in technique and provides appropriate modifications (progression, regression, alternative).

V: PROGRAM PLANNING & CLASS DESIGN

Performance Standard #1

The Group Cycle Leader designs an effective program using established methods and training principles.

Competencies:

1. Applies the ADDIE model to group cycle class design.
2. Explains the importance of a given class component to the fitness of participants.
3. Incorporates appropriate exercises within each component of the group cycle exercise class.
4. Explains the purpose of a given component of fitness to wellness.
5. Effective application of principles of conditioning including, but not limited to FITT, specificity, progressive overload, periodization and ceiling effect.
6. Implements functional fitness within the class setting to support Activities of Daily Living (ADL's).
 1. Implements a variety of group cycling elements and drills that meet the needs of participants (e.g., cadences, body positions, length of drills).
 2. Chooses different intensities of cardiovascular conditioning (aerobic, anaerobic) for program planning.

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3. Use of appropriate methods for monitoring exercise intensity given the class component.

Performance Standard #2

The Group Cycle Leader evaluates programs using measurable outcomes to ensure effective and appropriate programming.

Competencies:

1. Evaluates the effectiveness of class design using ADDIE principles.

Performance Standard #3

The Group Cycle Leader will select music appropriate to both the class format and audience.

Competencies:

1. Lists reasons for using music in an exercise setting.
2. Identifies music appropriate for different class formats and styles (including beats per min).
3. Selects appropriate music tempo (beats per minute) for each class component (where applicable).
4. Uses safe music/mic volumes.
5. Describes music copyright laws and the risk of not adhering to those laws.

Performance Standard #4

The Group Cycle 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. Utilizes appropriate bike fit guidelines.
2. Demonstrates proper bike fit for participants of all levels.
3. Demonstrates safe and effective pedaling technique and cadence.
4. Demonstrates safe and effective cycling postures as well as neutral body alignment.
5. Identifies and corrects improper bike fit, pedaling cadence, and postures.
6. Utilizes North American Standards for group cycling cadences (60-110 rpms).

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7. Describes the purpose of different pieces of portable exercise equipment.
8. Describes the advantages and disadvantages of using a piece of equipment.
9. Identifies when it is appropriate to use equipment or not.
10. Designs appropriate exercises and alternatives using various pieces of equipment.

VI: PROFESSIONAL PRACTICE & RISK MANAGEMENT**Performance Standard #1**

The Group Cycle Leader demonstrates knowledge of professional conduct in a group exercise setting.

Competencies:

1. Describes the Fitness Alberta Code of Conduct and Group Cycle Scope of Practice, including the implications for working outside that scope.
2. Acts as an informed resource to colleagues and participants.
3. Understands the role of maintaining accreditation to continued professionalism.
4. Understands the role of continuing education to continued professionalism.

Performance Standard #2:

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

Competencies:

1. Utilizes pre-screening tools for safe program delivery for participants and their participation in physical activity (e.g., PAR-Q+, ePARmed-X+).
2. Effective use of space to account for safety issues and needs of participants, such as 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, supplies and exits.
4. Understands how facility type, size and location impact exercise programming.