

PERFORMANCE STANDARDS: Group conditioning

The Group Conditioning Leader designs and implements a safe and effective class for apparently healthy participants.

Performance Standards

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

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

I: HISTORY AND EVOLUTION OF GROUP CONDITIONING

Performance Standard

The Group Conditioning 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 conditioning within the group exercise field, and the typical portable equipment used such as free weights, body bars/ barbells, stability balls, tubing/resist-a-bands, BOSUs, steps, medicine balls, foam rollers (may include others).

II: HEALTH-RELATED BENEFITS OF PHYSICAL ACTIVITY

Performance Standard

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

Competencies:

1. Describes the benefits of group exercise in general and group conditioning specifically as they relate to overall benefits of physical activity, including body composition, cardiovascular conditioning and stress management.

III: LEADERSHIP & COMMUNICATION

Performance Standard #1

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

PERFORMANCE STANDARDS: Group conditioning

Competencies:

1. Employs professional qualities of leadership strategies in the delivery of group conditioning 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 conditioning class.
4. Creates a positive learning environment within group conditioning exercise classes.

Performance Standard #2

The Group Conditioning 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 conditioning participants.
4. Utilizes techniques to reduce voice injury.

Performance Standard #3:

The Group Conditioning Leader demonstrates knowledge of group dynamics.

Competencies:

1. Creates a supportive, student-centered environment through communications and interactions with students.
2. Identifies and minimizes challenges in leading group 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.
4. Utilizes behavior modification strategies for motivating individuals based on the Transtheoretical Model of Behaviour Change (Stages of Change Theory).

IV: EXERCISE ANALYSIS

Performance Standard

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

PERFORMANCE STANDARDS: Group conditioning

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. Effective use of common exercise modifications.
6. Explains the importance of proper body alignment, posture and core stabilization in injury prevention.
7. Identifies errors in technique and provides appropriate corrections (progression, regression, alternative).

V:ANATOMY AND MOVEMENT MECHANICS

Performance Standard

The Group Conditioning leader demonstrates knowledge of human anatomy.

Competencies:

For these common exercises and muscle actions: bicep curl; row; triceps extension; chest press; hamstring curl; planks; shoulder press; abdominal curl with rotation; back extension; calf raise; hip—abduction, adduction, flexion, and extension; shoulder abduction, adduction, flexion, and extension, the leader describes, analyzes and demonstrates the following appropriately:

1. The exercise for prime mover, stabilizer(s), and the type of contraction for each phase of the exercise.
2. The use of levers to vary the intensity of each exercise.
3. Balances conditioning exercises for the muscles surrounding the major joints.
4. Static stretch(es) for the muscles used in each exercise.
5. Exercises examples that can be identified as “single joint” or “multi-joint”.
6. Effective breathing techniques during each exercise.
7. Proper lifting and spotting techniques with each exercise.
8. The use of correct mechanics to control speed of movement.
9. The concepts of base of support and centre of gravity and their application to each exercise.
10. The role of eccentric contractions and unfamiliar exercises in creating muscle soreness in exercise participants

VI: PROGRAM PLANNING & CLASS DESIGN

Performance Standard #1

PERFORMANCE STANDARDS: Group conditioning

The Group Conditioning Leader creates a safe, effective, balanced full-body exercise class through effective exercise selection and established training principles and methods.

Competencies:

1. Applies the ADDIE model to group conditioning class design.
2. Demonstrates the following concepts in class design: frequency of resistance training workouts, number and type of exercises (including balance of opposing muscle groups), workout length, exercise order, number of repetitions for each exercise, length of rest between sets and workouts
3. Explains the importance of a given class component to the fitness of participants.
4. Explains the purpose of a given component of fitness to wellness.
5. Effective application of principles of conditioning including, but not limited to specificity, progressive overload, periodization, cross training and ceiling effect.
6. Applies the FITT principle in a resistance training environment, including muscular strength, muscular endurance, and muscular hypertrophy.
7. Uses appropriate methods for monitoring exercise intensity given the class component.
8. Implements functional fitness within the class setting to support ADL's.
9. Describes use of a variety of training methods/types (ex. circuit training, sport-specific, interval/HIIT).
10. Applies common workout terms: reps, sets, and loads appropriately.
11. Applies evidence-based strength training guidelines, including recommendations supporting resistance training minimums.

Performance Standard #2

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

Competencies:

1. List reasons for using music in an exercise setting.
2. Appropriate music used for different class formats and styles (including beats per min).
3. Effective use of music phrasing in program design (where applicable).

PERFORMANCE STANDARDS: Group conditioning

4. Utilizes safe music/mic volumes.
5. Describes music copyright laws and implications for not adhering to those laws.

Performance Standard #4

The Group Conditioning 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. Describes the purpose of different pieces of portable exercise equipment.
2. Describes the advantages and disadvantages of using a piece of equipment.
3. Identifies when it is appropriate to use equipment or not.
4. Designs appropriate exercises and alternatives using various pieces of equipment.
5. Describes & implements exercises and variations possible for each piece of equipment.
6. Demonstrates safe technique, posture and alignment using various pieces of equipment.
7. Differentiates between types of equipment that can be used for resistance training including advantages and disadvantages of machines and free weights, flexibility of use, degree of muscle involvement, ease of learning, time efficiency, and safety.

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

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

Competencies:

1. Describes the Fitness Alberta Code of Conduct and the Group Conditioning Leader Scope of Practice, including the implications of 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 Conditioning Leader designs and conducts classes in such a way as to minimize and manage risk.

1. Utilizes pre-screening tools for safe program delivery for participants and their participation in physical activity (e.g., PAR-Q+, ePARmed-X+).

PERFORMANCE STANDARDS: Group conditioning

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.