

## **PERFORMANCE STANDARDS: Mind-body**

The performance standards for Mind Body specialty build on the Foundations of Physical Activity and Exercise prerequisite knowledge base.

### **Performance Standards**

**The Mind body Exercise Leader** designs and implements a safe and effective group exercise class for apparently healthy participants.

**Mind body Performance Standards** build on the FLC Foundations in Physical Activity and Exercise Prerequisite Knowledge Base.

## **I: HISTORY AND EVOLUTION OF MIND BODY BASED GROUP EXERCISE**

### **Performance Standard**

The Mind body Exercise 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 and principles of the mind body discipline within the group exercise field.

## **II: HEALTH-RELATED BENEFITS OF PHYSICAL ACTIVITY**

### **Performance Standard**

The Mind body Exercise Leader will describe the benefits of group exercise classes.

#### **Competencies:**

1. Discusses the benefits of group exercise in general and mind body classes specifically as they relate to overall benefits of physical activity, including stress management, decreased injury risk, etc.

## **III: LEADERSHIP & COMMUNICATION**

### **Performance Standard #1**

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

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### **Competencies:**

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

### **Performance Standard #2**

The Mind body Exercise 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 mind body participants.
4. Utilizes techniques to reduce voice injury.

### **Performance Standard #3:**

The Mind body Exercise 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 mind body exercise classes, such as cultural diversity and body image centredness
3. 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 Mind body Exercise leader selects safe and appropriate exercises for the goals and objectives of the exercise class.

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### **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 corrections (progression, regression, alternative).

## **V: PROGRAM PLANNING & CLASS DESIGN**

### **Performance Standard #1**

The Mind body Exercise Leader designs an effective program using established methods and training principles.

### **Competencies:**

1. Applies the ADDIE model to mind body class design.
2. Discusses the importance of a given class component to fitness of participants.
3. Incorporates appropriate exercises within each component of the mind body exercise class.
4. Explains the purpose of a given component of the fitness to wellness.
5. Effective application of principles of conditioning including , but not limited to FITT, specificity, progressive overload, periodization and ceiling effect.
6. Uses appropriate methods for monitoring exercise intensity given the class component.
7. Implements functional fitness within the class setting to support Activities of daily living (ADL's).

### **Performance Standard #2**

The Group Exercise 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**

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The Mind body Exercise leader selects 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 components and formats (including beats per min).
3. Uses safe music/mic volumes.
4. Describes music copyright laws and implications for not adhering to those laws.

### **Performance Standard #4**

The Mind body 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. 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 & demonstrates safe technique, posture, and alignment while incorporating equipment piece(s).

## **VI: PROFESSIONAL PRACTICE & RISK MANAGEMENT**

### **Performance Standard #1**

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

### **Competencies:**

1. Describes the Fitness Alberta Code of Conduct and the Mind-body Exercise 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 Mind body Exercise Leader designs and conducts classes in such a way as to minimize and manage risk.

**PERFORMANCE STANDARDS: Mind-body****Competencies:**

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