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Dear Group Exercise Instructor Certification Candidate,

NETA's Group Exercise Instructor Certification is accredited by the National Commission for Certifying Agencies (NCCA). NETA received NCCA accreditation of its Group Exercise Instructor certification by submitting an application demonstrating the program's compliance with the NCCA's *Standards for the Accreditation of Certification Programs*. NCCA is the accrediting body of the Institute for Credentialing Excellence. Since 1977, the NCCA has been accrediting certifying programs based on the highest quality standards in professional certification to ensure the programs adhere to modern standards of practice in the certification industry. The process of earning accreditation is extensive, including the input of many subject matter experts (SMEs) to conduct a practice analysis of the group exercise instructor's role and responsibilities and to develop the certification exam.

NETA's *The Fitness Professional's Manual*, 5th edition (2018) is an excellent resource to help prepare for the exam. In addition to studying the Manual, NETA also recommends completion of *The Fitness Professional's Workbook for Group Exercise Instructors* (item #26), which includes a 50-question Group Exercise Instructor Practice Exam. Visit our website for more information about these study resources.

The one-day live review workshop is intended to serve as a final review of key topics in preparation for the certification examination. The workshop is primarily lecture with some practical activities. **To successfully prepare for the exam, NETA recommends that candidates devote an appropriate amount of time (e.g., at least 30-45 days) and effort to self-directed study prior to attending the workshop or sitting for the examination.** Self-study time may vary depending on the individual's existing knowledge, the quality of time devoted to study, and the rate at which candidates comprehend the information. A sample 30- and 45-day preparation schedule is provided in this packet. **Please note:** NETA's study materials and/or educational services are *not* required to be eligible to sit for the NETA Group Exercise Instructor certification exam. The use of NETA study materials and/or attendance at a live NETA certification review workshop does *not* guarantee a candidate will pass the exam.

In addition, candidates should also review NETA's Group Exercise Instructor's Practice Analysis (also known as a Role Delineation). This document serves as the foundation from which the certification exam was constructed. This document is available in the *Exam Candidate Handbook* located on NETA's website and on pages 5-9 of this study guide. Take some time to familiarize yourself with the practice analysis and exam content outline. Your preparation for the exam should be focused accordingly.

If you have any questions, please feel free to contact us at 1-800-237-6242 or refer to Frequently Asked Questions at www.netafit.org.

Good luck with your preparations for NETA's NCCA-accredited Group Exercise Instructor certification exam!

Sincerely,

NETA's Education Department

NETA Group Exercise Instructor Certification Study Guide

The Fitness Professional's Manual, 5th edition (2018)

Chapter 1 – The Role of the Fitness Professional

What you should know:

- The roles of the fitness professional
- Ideal qualities and characteristics
- Ethical and professional standards
- NETA's Professional Code of Ethics
- Credible sources of information, education providers, and professional organizations

Chapter 2 – Relationship-Building & Communication Skills

What you should know:

- The impact of a message
- Active, verbal, and nonverbal listening skills
- Asking effective questions (e.g., open, closed)

Chapter 3 – Behavior Modification & Motivation

What you should know:

- Stages of the transtheoretical model
- Factors that influence self-efficacy
- Approaches to setting SMART goals
- Strategies to increase motivation and adherence

Chapter 5 – Human Anatomy

What you should know:

- Anatomical location terminology
- Planes of anatomical movement
- Functions of the skeletal system
- Major bones of the skeleton and vertebral column
- Types of muscle tissue
- Structure of skeletal muscle
- Major skeletal muscles throughout the body
- Type of muscle actions and muscle functions

Chapter 6 – Applied Kinesiology & Biomechanics

What you should know:

- Movement terminology
- Joint actions throughout the body and the corresponding muscles
- Types of lever systems
- Principles of applied biomechanics

Chapter 7 – Exercise Physiology

What you should know:

- Components of the cardiovascular system
- Pathway of blood flow through the body/heart
- Cardiorespiratory variables, the responses during exercise, and adaptations to training
- Variables related to oxygen consumption
- The three energy systems and their contributions during exercise
- Metabolic equivalents
- Anaerobic threshold
- Characteristics of skeletal muscle fiber types
- Neuromuscular system and the motor unit

Chapter 8 – Essential Nutrients for Health & Performance

What you should know:

- Function and food sources of carbohydrates, protein, and fat
- Role of vitamins and minerals (e.g. vitamin D, calcium, sodium, and potassium)
- Function of water and fluid intake recommendations
- Recommended macronutrient percentages in a healthy diet
- The concept the Recommended Dietary Allowances (RDAs)

Chapter 9 – Dietary Guidelines

What you should know:

- Overarching concepts and key recommendations of the Dietary Guidelines for Americans (2015 - 2020)
- Recommended healthy eating patterns
- Understand the MyPlate graphic
- Interpretation of a Nutrition Facts label
- How to calculate percent of calories derived from each macronutrient in a food

Chapter 10 – Weight Management

What you should know:

- Metabolism and energy balance
- Guidelines for safe weight loss
- Findings of the National Weight Control Registry

Chapter 12 – Initial Intake & Pre-Participation Screening

What you should know:

- Components of the Informed Consent document
- Physical Activity Readiness Questionnaire (PAR-Q)

Chapter 13 – Health Screening Assessments

What you should know:

- Normal resting heart rate range
- Classifications of resting blood pressure

Chapter 14 – Postural Analysis

What you should know:

- Postural alignment and the kinetic chain
- Factors that affect pelvic alignment
- Characteristics of various spinal misalignments
- Characteristics of upper and lower cross syndrome

Chapter 16 – Physical Activity & Health

What you should know:

- Health benefits of regular physical activity
- Key recommendations of the 2008 Physical Activity Guidelines for Americans
- General understanding of METs and classification of physical activity intensity
- Definitions of the five components of health-related physical fitness
- Principles of training and their application to exercise programs

Chapter 17 – Cardiorespiratory Fitness Programming

What you should know:

- Elements of a cardiorespiratory exercise session
- Objectives and effects of the warm-up & cool-down
- Guidelines for cardiorespiratory exercise and FITT
- How to calculate target heart rate using the maximum heart rate method and the Karvonen formula
- Rate of perceived exertion
- Basic types of cardiorespiratory exercise workouts

Chapter 18 – Programming for Muscular Fitness

What you should know:

- Benefits of resistance training
- Types of resistance training exercises
- Signs and symptoms of overtraining
- Guidelines for resistance training programs
- Identify joint actions and primary muscles during various resistance training exercises.

Chapter 19 – Flexibility Programming

What you should know:

- Understand the sensory receptors and their function in the effect of flexibility training
- Types of stretching exercises
- Proposed benefits of stretching
- Guidelines for flexibility training
- Recommended static stretches for major muscle groups throughout the body

Chapter 20 – Introduction to Group Exercise

What you should know:

- Ideal characteristics of a GEI
- Pre-class leadership
- Understand monitoring cardiorespiratory intensity & signs of fatigue

Chapter 21 – Group Exercise Class Structure and Formats

What you should know:

- Characteristics of the most popular group exercise class formats
- Components of a group exercise class
- Guidelines for each group exercise class component

Chapter 22 – Leadership, Communication, & Motivation

What you should know:

- General knowledge of Pre-class leadership
- The importance of verbal and non-verbal communication, and feedback
- Understand the transtheoretical model, motivation, types of adult learning styles

Chapter 23 – Teaching Skills

What you should know:

- General understanding of class design considerations (e.g. class configuration, class duration, exercise selection)
- Knowledge of fundamental choreography, base moves, and building a 32-count
- Options of choreography development/delivery strategies
- Understand integrating music (e.g. volume, beats, measure, phrase, music mastery)
- Strategies to comply with music copyright laws
- General understanding of cueing (e.g. movement cues, technique and safety, and feedback)

Chapter 24 – Injury Management & Emergency Response

What you should know:

- Basic etiology, considerations, and precautions related to common exercise-related injuries
- Immediate care for exercise-related injuries (e.g., PRICE)
- Strategies to prevent common-exercise related injuries
- Signs and symptoms of heat-related disorders
- Strategies to reduce the risk of heat-related disorders
- Signs and symptoms of cardiovascular emergencies (e.g., heart attack, stroke)
- Emergency response procedures

Chapter 25 - Medical Conditions & Special Populations

What you should know:

- Exercise precautions and recommendations related to common medical conditions including asthma, arthritis, diabetes, hypertension, and osteoporosis.
- Exercise considerations, precautions and recommendations for special populations including pregnancy, older adults, and youth/adolescents

Chapter 26 – Risk Management for Fitness Professionals

What you should know:

- Legal concepts such as standard of care and negligence
- Common liability exposures for fitness professionals
- Scope of practice limitations with regard to medical considerations and dietetics
- Risk management strategies for fitness professionals
- Importance of professional liability insurance

Chapter 27 – Documentation & Record Keeping

What you should know:

- The importance of confidentiality of client's personal information
- Purpose of a waiver and release of liability form

30-Day Group Exercise Instructor Study Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				Day # → X(XX) Countdown	1 (30) Review NETA's Exam Candidate Handbook. Visit: www.netafit.org	2 (29) Read Chapter 1 of <i>Manual</i> Complete Review Questions
3 (28) Read Chapter 2 Read Chapter 3 Complete Review Questions	4 (27) Read Chapter 5 Complete Review Questions	5 (26) Read Chapter 6 Complete Review Questions	6 (25) Read Chapter 7 Complete Review Questions	7 (24) Review Section II: Chapters 5-7	8 (23) Read Chapter 8 Complete Review Questions	9 (22) Read Chapter 9 Complete Review Questions Visit: www.choosemyplate.gov Visit: www.dietaryguidelines.gov
10 (21) Read Chapter 10 & 11 Complete Review Questions	11 (20) Review Section III: Chapters 8-11	12 (19) Read Chapter 12 Complete Review Questions	13 (18) Read Chapter 13 & 14 Complete Review Questions	14 (17) Review Section IV: Chapters 12-14	15 (16) Read Chapter 16 Complete Review Questions	16 (15) Read Chapter 17 Complete Review Questions
17 (14) Read Chapter 18 Complete Review Questions Practice RT Exercises	18 (13) Read Chapter 19 Complete Review Questions Practice Static Stretches	19 (12) Review Section V: Chapters 16-19	20 (11) Read Chapter 20 Complete Review Questions	21 (10) Read Chapter 21 Complete Review Questions	22 (9) Chapter 22 Complete Review Questions	23 (8) Chapter 23 Complete Review Questions Practice listening and cueing to 32-count music
24 (7) Review Sections VI: Chapters 20-23	25 (6) Read Chapter 24 Complete Review Questions	26 (5) Read Chapter 25 Complete Review Questions	27 (4) Review Section VII: Chapters 24 & 25	28 (3) Review Section VIII: Read Chapter 26 & 27 Complete Review Questions	29 (2) Practice Exam (optional) Review as needed	30 (1) GX Workshop and Exam

45-Day Group Exercise Instructor Study Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			Day # → X(XX) Countdown	1 (45) Review NETA's Exam Candidate Handbook. Visit: www.netafit.org	2 (44) Read Chapter 1 of <i>Manual</i> Complete Review Questions	3 (43) Read Chapter 2 Read Chapter 3 Complete Review Questions
4 (42) Recovery Day	5 (41) Read Chapter 5 Complete Review Questions	6 (40) Read Chapter 6 Complete Review Questions	7 (39) Read Chapter 7 Complete Review Questions	8 (38) Recovery Day	9 (37) Review Section II: Chapters 5-7	10 (36) Read Chapter 8 Complete Review Questions
11 (35) Recovery Day	12 (34) Read Chapter 9 Complete Review Questions	13 (33) Visit: www.choosemyplate.gov Visit: www.dietaryguidelines.gov	14 (32) Read Chapter 10 Complete Review Questions	15 (31) Read Chapter 11 Complete Review Questions	16 (30) Review Section III: Chapters 8-11	17 (29) Recovery Day
18 (28) Read Chapter 12 Complete Review Questions	19 (27) Read Chapter 13 Complete Review Questions	20 (26) Read Chapter 14 Complete Review Questions	21 (25) Recovery Day	22 (24) Review Section IV: Chapters 12-14	23 (23) Read Chapter 16 Complete Review Questions	24 (22) Recovery Day
25 (21) Read Chapter 17 Complete Review Questions	26 (20) Read Chapter 18 Complete Review Questions Practice RT Exercises	27 (19) Read Chapter 19 Complete Review Questions	28 (18) Recovery Day Review	29 (17) Review Section V: Chapters 16-19	30 (16) Read Chapter 20 Complete Review Questions	31 (15) Read Chapter 21 Complete Review Questions
32 (14) Review Section VI: Chapters 20-21	33 (13) Recovery day or review as needed (optional)	34 (12) Read Chapter 22 Complete Review Questions	35 (11) Chapter 23 Complete Review Questions Choreography delivery strategies & music mastery	36 (10) Chapter 23 Practice listening & cueing to 32-count music, and create 32 count of choreography	37 (9) Review Sections VI: Chapters 22-23	38 (8) Recovery day or review as needed (optional)
39 (7) Read Chapter 24 Complete Review Questions	40 (6) Read Chapter 25 Complete Review Questions	41 (5) Review Section VII: Chapters 24-25	42 (4) Read Chapter 26 & 27 Complete Review Questions	43 (3) Review Section VIII: Chapters 26 & 27	44 (2) Practice Exam (optional) Review as needed	45 (1) GX Workshop and Exam

Group Exercise Instructor Practice Analysis and Exam Content Outline

The Practice Analysis (i.e., Role Delineation Study) defines the current knowledge, skills, and abilities that must be demonstrated by entry-level credential holders to safely and successfully practice. The task statements are validated according to their frequency and criticality of usage. The Practice Analysis serves as the “blueprint” for determining the content (performance domains) and construction of the certification exam.

NETA conducted a practice analysis utilizing highly qualified subject matter experts to determine the necessary skills and knowledge that an entry-level Group Exercise Instructor should possess. The result is a certification exam that is comprehensive, legally defensible, and accurately measures competency.

Group Exercise Instructors are fitness professionals who promote enhanced health and increased fitness. They accomplish this by developing and leading group fitness classes designed to safely and effectively meet the unique goals of the individuals they serve. Group Fitness Instructors apply knowledge and skill to facilitate positive health and fitness outcomes among diverse populations using a variety of class formats and exercise modalities.

Group Exercise Instructor Certification Exam Content	
Performance Domain	# of Questions
I. Group Fitness Class Development and Design	32
II. Implementation of Group Fitness Class	35
III. Engagement and Leadership of Group Fitness Participants	20
IV. Professional Responsibilities and Conduct	13
Total Exam Questions	100

The following information is provided to acquaint exam candidates with the scope of information included in the NETA-CB Group Exercise Instructor Certification Exam.

Domain I: Group Fitness Class Development and Design (32%)

Task 1: Design a group fitness class specific to the achievement of a desired health or fitness outcome.

The successful performance of this task requires knowledge of:

- K-1 Exercise-related anatomy, kinesiology, biomechanics, and exercise physiology
- K-3 Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (cardiorespiratory, resistance, and flexibility training)
- K-4 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-5 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-7 Safe and effective exercise technique (e.g., joint alignment, range of motion)
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-15 Components of an exercise class (e.g., warm-up, conditioning, cool-down)
- K-16 Appropriate selection and use of group fitness equipment
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)

Task 2: Select appropriate equipment, music, and movements consistent with the class format and objectives.

The successful performance of this task requires knowledge of:

- K-1 Exercise-related anatomy, kinesiology, biomechanics, and exercise physiology
- K-3 Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (cardiorespiratory, resistance, and flexibility training)
- K-5 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-7 Safe and effective exercise technique (e.g., joint alignment, range of motion)
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-15 Components of an exercise class (e.g., warm-up, conditioning, cool-down)
- K-16 Appropriate selection and use of group fitness equipment
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)
- K-23 Music licensing and copyright laws

Task 3: Develop appropriate modifications to accommodate various abilities, fitness levels, special populations, and medical considerations.

The successful performance of this task requires knowledge of:

- K-1 Exercise-related anatomy, kinesiology, biomechanics, and exercise physiology
- K-2 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
- K-3 Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (cardiorespiratory, resistance, and flexibility training)
- K-4 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-5 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-7 Safe and effective exercise technique (e.g., joint alignment, range of motion)
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-15 Components of an exercise class (e.g., warm-up, conditioning, cool-down)
- K-16 Appropriate selection and use of group fitness equipment
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)

Domain II: Implementation of Group Fitness Class (35%)

Task 1: Instruct safe and effective movement.

The successful performance of this task requires knowledge of:

- K-1 Exercise-related anatomy, kinesiology, biomechanics, and exercise physiology
- K-2 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
- K-3 Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (cardiorespiratory, resistance, and flexibility training)
- K-4 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-5 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-6 Signs and Symptoms of Overtraining and Overuse Syndromes
- K-7 Safe and effective exercise technique (e.g., joint alignment, range of motion)

- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-14 Effective verbal and nonverbal cueing skills
- K-15 Components of an exercise class (e.g., warm-up, conditioning, cool-down)
- K-16 Appropriate selection and use of group fitness equipment
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-20 Interpersonal communication skills and techniques
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)
- K-24 Applicable facility guidelines (e.g., music volume, room temperature, room capacity, equipment/participant spacing)

Task 2: Educate class participants regarding appropriate exercise intensity and methods to monitor intensity.

The successful performance of this task requires knowledge of:

- K-1 Exercise-related anatomy, kinesiology, biomechanics, and exercise physiology
- K-2 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
- K-3 Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (cardiorespiratory, resistance, and flexibility training)
- K-4 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-5 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-7 Safe and effective exercise technique (e.g., joint alignment, range of motion)
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-14 Effective verbal and nonverbal cueing skills
- K-15 Components of an exercise class (e.g., warm-up, conditioning, cool-down)
- K-17 Music structure, genre, and tempo
- K-19 Choreography development

Task 3: Lead class participants using effective cueing techniques and musicality.

The successful performance of this task requires knowledge of:

- K-14 Effective verbal and nonverbal cueing skills
- K-15 Components of an exercise class (e.g., warm-up, conditioning, cool-down)
- K-16 Appropriate selection and use of group fitness equipment
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-20 Interpersonal communication skills and techniques
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)

Task 4: Observe class participants to identify and correct improper exercise techniques.

The successful performance of this task requires knowledge of:

- K-1 Exercise-related anatomy, kinesiology, biomechanics, and exercise physiology
- K-5 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-7 Safe and effective exercise technique (e.g., joint alignment, range of motion)
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-14 Effective verbal and nonverbal cueing skills
- K-16 Appropriate selection and use of group fitness equipment

- K-20 Interpersonal communication skills and techniques
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)

Domain III: Engagement and Leadership of Group Fitness Participants (20%)

Task 1: Facilitate a welcoming and inclusive exercise environment.

The successful performance of this task requires knowledge of:

- K-11 Theoretical models of behavioral change (e.g., transtheoretical model)
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-14 Effective verbal and nonverbal cueing skills
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-20 Interpersonal communication skills and techniques
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)
- K-22 NETA Code of Ethics and requirements for the renewal of professional certification(s)

Task 2: Apply motivational strategies to promote class participation and exercise adherence.

The successful performance of this task requires knowledge of:

- K-11 Theoretical models of behavioral change (e.g., transtheoretical model)
- K-14 Effective verbal and nonverbal cueing skills
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-20 Interpersonal communication skills and techniques

Task 3: Engage class participants utilizing effective communication skills to establish rapport and group cohesiveness.

The successful performance of this task requires knowledge of:

- K-11 Theoretical models of behavioral change (e.g., transtheoretical model)
- K-14 Effective verbal and nonverbal cueing skills
- K-17 Music structure, genre, and tempo
- K-19 Choreography development
- K-20 Interpersonal communication skills and techniques
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)

Task 4: Educate class participants with regard to fitness and principles of healthy living.

The successful performance of this task requires knowledge of:

- K-1 Exercise-related anatomy, kinesiology, biomechanics, and exercise physiology
- K-2 Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
- K-3 Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (cardiorespiratory, resistance, and flexibility training)
- K-4 Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
- K-5 Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions
- K-6 Signs and Symptoms of Overtraining and Overuse Syndromes
- K-7 Safe and effective exercise technique (e.g., joint alignment, range of motion)
- K-8 Basic principles of nutrition, Dietary Guidelines for Americans, recommended healthy eating patterns (USDA food guidance system, DASH eating plan, Mediterranean eating style) and food guidance graphics (e.g., MyPlate, MyPyramid)

- K-9 Principles and guidelines (e.g., ACSM, Academy of Nutrition and Dietetics, NWCR) of safe and effective weight management.
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-13 Signs and symptoms of and immediate care (e.g., P.R.I.C.E) for acute exercise-related injuries (e.g., sprain, strain, fractures)
- K-15 Components of an exercise class (e.g., warm-up, conditioning, cool-down)
- K-16 Appropriate selection and use of group fitness equipment
- K-20 Interpersonal communication skills and techniques
- K-21 Teaching methods (e.g., linear progression, add-on) and learning styles (e.g., visual, auditory, kinesthetic)
- K-25 Credible sources of information, education providers, and professional organizations

Domain IV: Professional Responsibilities and Conduct (13%)

Task 1: Adhere to industry guidelines to protect the interest of participants and to minimize risk exposures.

The successful performance of this task requires knowledge of:

- K-22 NETA Code of Ethics and requirements for the renewal of professional certification(s)
- K-23 Music licensing and copyright laws
- K-24 Applicable facility guidelines (e.g., music volume, room temperature, room capacity, equipment/participant spacing)

Task 2: Prepare for and respond to medical emergencies.

The successful performance of this task requires knowledge of:

- K-10 Recognition of and appropriate response to exercise-related medical conditions and emergencies (e.g., myocardial infarction, stroke, heat-related illness)
- K-12 Exercise guidelines, contraindications, and considerations for special populations (e.g., pregnancy, older adults, youth/adolescents) and medical conditions (e.g., arthritis, hypertension, diabetes, asthma, osteoporosis)
- K-13 Signs and symptoms of and immediate care (e.g., P.R.I.C.E) for acute exercise-related injuries (e.g., sprain, strain, fractures)
- K-18 Written emergency response procedures (e.g., activation of emergency medical services (i.e., 911), facility emergency response plan, pre-emergency preparation strategies)

Task 3: Engage in professional development through appropriate continued education.

The successful performance of this task requires knowledge of:

- K-22 NETA Code of Ethics and requirements for the renewal of professional certification(s)
- K-25 Credible sources of information, education providers, and professional organizations