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Dear Group Exercise Instructor 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 job task analysis study 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, 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*. NETA also offers a series of *Group Exercise Instructor Online Review Modules* (item #125). Visit our website for more information about these study resources and study packages. https://www.netafit.org/product-category/study-materials/

NETA also offers live review workshops intended to serve as a final review of key topics in preparation for the certification exam. The workshop is primarily lecture and discussion 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 exam.** Self-study time may vary depending on the individual's existing knowledge, the quality of time devoted to study, and the rate at which the candidate comprehends the information. A sample 30- and 45-day preparation schedule is provided on page 4 of this study guide. **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 review workshop does *not* guarantee a candidate will pass the exam.

In addition, candidates should also review NETA's Group Exercise Instructor exam content outline, which was developed as the result of a job task analysis study conducted in 2021. The exam content outline serves as the foundation from which the certification exam was constructed. The exam content outline is available in on NETA's website and on pages 6-11 of this study guide. Please review the exam content outline to ensure you are familiar with all the topics to be included on the certification exam. A single textbook or resource does not exist containing all the subject matter represented on the exam content outline. The knowledge necessary to pass the certification exam and become a NETA-Certified Group Exercise Instructor is accumulated from many resources and experiences. A list of additional recommended resources is provided on page 5 of this study guide.

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

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

NETA Group Exercise Instructor Certification
Study Guide
NETA's 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 (See updated 2020-25 DGA)
- ☐ 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 Physical Activity Guidelines for Americans (See updated 2018 PAGA)
- ☐ 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 *Manual* 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 Visit: 2018 PAGA	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) Review Workshop and/or 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 *Manual* 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 Visit: 2018 PAGA	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) Review Workshop and/or Exam

Additional Recommended Resources:

- ☐ Yoke, M.M. and Armbruster, C.K. (2020). *Methods of Group Exercise Instruction*, 4th edition. Champaign, IL: Human Kinetics.

- ☐ Liguori, G. (SrEd) (2022). *ACSM's Guidelines for Exercise Testing and Prescription*, 11th edition. Philadelphia, PA: Wolters Kluwer.

- ☐ U.S. Department of Health and Human Services and U.S. Department of Agriculture. *2020-2025 Dietary Guidelines for Americans,* 9th edition. December 2020.
  Available at: https://www.dietaryguidelines.gov/

- ☐ U.S. Department of Health and Human Services. *2018 Physical Activity Guidelines for Americans,* 2nd edition. Washington, DC: US Department of Health and Human Services. 2018.
  Available at: https://health.gov/our-work/nutrition-physical-activity/physical-activity-guidelines/current-guidelines

- ☐ Sanders, M.E. (SrEd) (2019). *ACSM's Health/Fitness Facility Standards and Guidelines*, 5th edition. Champaign, IL: Human Kinetics.

- ☐ American Council on Exercise (2021). *Taking Action with ACE: Practicing Equity, Diversity and Inclusion as an Exercise Professional.* Online course.

Group Exercise Instructor Job Task Analysis and Exam Content Outline

A job task analysis (i.e., practice analysis, role delineation) is conducted every five to seven years to ensure the certification examination continues to represent the current role of a group exercise instructor as well as updated industry guidelines, best practices, and evolving knowledge of exercise science research.

As such, NETA conducted an updated job task analysis study in 2021, which resulted in a new exam content outline for NETA's NCCA-accredited Group Exercise Instructor Certification Exam. The exam content outline lists the areas of responsibility (formerly known as domains), tasks, and knowledge statements representing the knowledge and skills necessary for a NETA-Certified Group Exercise Instructor. The exam content outline serves as the foundation from which the NETA Group Exercise Instructor Certification Exam is developed.

The exam content outline provided on pages 6-11 is the basis for NETA's Group Exercise Instructor Certification Exam administered on or after June 1, 2022. Candidates preparing for NETA's Group Exercise Instructor Certification Exam should be familiar with and understand all subject matter identified on the exam content outline.

Target Audience Statement

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

Group Exercise Instructor Certification Exam Specifications	
Area of Responsibility	Number of Items*
I. Group Exercise Class Design	34
II. Group Exercise Class Implementation	33
III. Group Exercise Participant Engagement	22
IV. Professional Responsibility	11
Total Scored Exam Items*	100*

* Does not include the 20 'pre-test' (i.e., unscored) items on the exam.

Exam Content Outline

(Effective 6/1/2022)

I. Group Exercise Class Design

A. Design a group exercise class that conforms to the specific class format and objectives.

Knowledge of:

1. Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (e.g., cardiorespiratory, muscular fitness, flexibility training, balance)
2. Exercise-related anatomy, kinesiology, biomechanics, and physiology
3. Components of an exercise class (e.g., warm-up, conditioning, cool-down) and their purpose
4. 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)

5. Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions for the general population
6. Strategies for promoting body awareness and mindfulness (e.g., meditation, breathing techniques)
7. Strategies for recovery and restoration (e.g., stretch, self-myofascial release, rest)
8. Teaching methods (e.g., linear progression, add-on)
9. Strategies for accommodating various learning styles (e.g., visual, auditory, kinesthetic)
10. Safe and effective exercise technique (e.g., joint alignment, range of motion, breathing pattern)
11. Applicable facility guidelines and safety concerns (e.g., music volume, room temperature, room capacity, equipment/participant spacing)
12. Selection of delivery methods (e.g., in-person, virtual) and their implications for group exercise class design (e.g., room set up, camera placement, lighting, color contrast, lag time, physical cueing)

B. Select safe and appropriate equipment, music, and movements consistent with the class format and objectives.

Knowledge of:

1. Appropriate selection and use of group exercise equipment
2. Considerations related to music selection (e.g., structure, genre, tempo, lyrics)
3. Choreography development
4. Music licensing and copyright laws
5. Exercise-related anatomy, kinesiology, biomechanics, and physiology
6. 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)

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

Knowledge of:

1. Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions for the general population
2. Exercise-related anatomy, kinesiology, biomechanics, and physiology
3. 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)
4. Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (cardiorespiratory, muscular fitness, resistance, flexibility training, balance)
5. Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
6. Safe and effective exercise technique (e.g., joint alignment, range of motion, breathing pattern)
7. Appropriate progressions, regressions, and modifications to meet the needs of all participants
8. Appropriate selection and use of group exercise equipment

II. Group Exercise Class Implementation

A. Assess the condition of the classroom environment and equipment.

Knowledge of:

1. Appropriate selection and use of group exercise equipment

2. Applicable facility guidelines and safety concerns (e.g., music volume, room temperature, room capacity, equipment/participant spacing)

B. Develop an awareness of participants' apparent health and fitness levels.

Knowledge of:

1. 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)
2. Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions for the general population
3. Recognition of and appropriate response to exercise-related medical conditions and emergencies (e.g., myocardial infarction, stroke, heat-related illness)

C. Educate class participants about appropriate exercise intensity and methods for monitoring it.

Knowledge of:

1. Safe and effective exercise technique (e.g., joint alignment, range of motion, breathing pattern, breathing pattern)
2. Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
3. Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (e.g., cardiorespiratory, muscular fitness, resistance, flexibility training, balance)
4. 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)
5. Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
6. Exercise-related anatomy, kinesiology, biomechanics, and physiology
7. Components of an exercise class (e.g., warm-up, conditioning, cool-down) and their purpose
8. Appropriate selection and use of group exercise equipment
9. Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions for the general population
10. Signs and symptoms of overtraining and overuse (repetitive strain injury) syndromes
11. Effective verbal and non-verbal communication strategies, including appropriate cueing and feedback

D. Demonstrate safe and effective movement.

Knowledge of:

1. Safe and effective exercise technique (e.g., joint alignment, range of motion, breathing pattern)
2. Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
3. Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (e.g., cardiorespiratory, muscular fitness, resistance, flexibility training, balance)
4. 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)

5. Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
6. Signs and symptoms of overtraining and overuse (repetitive strain injury) syndromes
7. Appropriate progressions, regressions, and modifications to meet the needs of all participants
8. Appropriate selection and use of group exercise equipment
9. Effective verbal and non-verbal communication strategies, including appropriate cueing and feedback
10. Exercise-related anatomy, kinesiology, biomechanics, and physiology
11. Teaching methods (e.g., linear progression, add-on)
12. Considerations related to music selection (e.g., structure, genre, tempo, lyrics)
13. Choreography development

E. Monitor participants for safe practices based on their fitness level.

Knowledge of:

1. Recognition of and appropriate response to exercise-related medical conditions and emergencies (e.g., myocardial infarction, stroke, heat-related illness)
2. Fitness level of the group being taught
3. Safe and effective exercise technique (e.g., joint alignment, range of motion, breathing pattern)
4. Strategies for improving form and technique
5. Appropriate selection and use of group exercise equipment
6. Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
7. Exercise-related anatomy, kinesiology, biomechanics, and physiology

F. Adapt instruction to promote safe and effective participant performance.

Knowledge of:

1. Appropriate progressions, regressions, and modifications to meet the needs of all participants
2. Exercise-related anatomy, kinesiology, biomechanics, and physiology
3. Fitness level of the group being taught
4. 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)
5. Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (e.g., cardiorespiratory, muscular fitness, resistance, flexibility training, balance)
6. Physical activity recommendations (e.g., Physical Activity Guidelines for Americans, ACSM/AHA/CDC Consensus Statements) for improving overall health
7. Signs and symptoms of overtraining and overuse (repetitive strain injury) syndromes
8. Components of an exercise class (e.g., warm-up, conditioning, cool-down) and their purpose
9. Appropriate selection and use of group exercise equipment
10. Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions for the general population
11. Effective verbal and non-verbal communication strategies, including appropriate cueing and feedback

G. Manage class progression and continuity.

Knowledge of:

1. Components of an exercise class (e.g., warm-up, conditioning, cool-down) and their purpose
2. Time management strategies

3. Appropriate progressions, regressions, and modifications to meet the needs of all participants
4. Effective verbal and non-verbal communication strategies, including appropriate cueing and feedback
5. Methods for measuring and monitoring exercise intensity (e.g., target heart rate, rating of perceived exertion)
6. 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)
7. Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (e.g., cardiorespiratory, muscular fitness, resistance, flexibility training, balance)

III. Group Exercise Participant Engagement

A. Facilitate a welcoming and inclusive exercise environment to meet the unique needs of a diverse group of participants.

Knowledge of:

1. Strategies for creating a fun and welcoming environment
2. Principles of diversity, equity, and inclusion
3. Strategies for interacting with diverse groups of individuals with varying backgrounds and needs
4. Hierarchy of human needs (e.g., Maslow, Erickson)
5. Strategies for determining and accommodating participants' knowledge, skills, abilities, and interests
6. NETA Code of Ethics
7. Theoretical models of behavior change (e.g., transtheoretical model)
8. 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)
9. Effective verbal and non-verbal communication strategies, including appropriate cueing and feedback
10. Considerations related to music selection (e.g., structure, genre, tempo, lyrics)
11. Strategies for accommodating various learning styles (e.g., visual, auditory, kinesthetic)
12. Appropriate selection and use of group exercise equipment
13. Applicable facility guidelines and safety concerns (e.g., music volume, room temperature, room capacity, equipment/participant spacing)

B. Use effective communication skills to establish rapport and encourage group cohesiveness.

Knowledge of:

1. Effective verbal and non-verbal communication strategies, including appropriate cueing and feedback
2. Strategies for interacting with diverse groups of individuals with varying backgrounds and needs
3. Role modeling behavior
4. Relationship building strategies
5. Strategies for accommodating various learning styles (e.g., visual, auditory, kinesthetic)

C. Apply motivational strategies to promote class participation and encourage positive and lasting behavior change.

Knowledge of:

1. Principles of motivation and exercise adherence
2. Theoretical models of behavior change (e.g., transtheoretical model)
3. Strategies for effective goal setting

4. Role modeling behavior
5. Effective verbal and non-verbal communication strategies, including appropriate cueing and feedback
6. Considerations related to music selection (e.g., structure, genre, tempo, lyrics)
7. Choreography development

IV. Professional Responsibility

A. Adhere to industry and facility guidelines, legal requirements, and professional ethics to protect the interest of participants and to minimize risk exposures.

Knowledge of:
1. NETA Code of Ethics
2. Music licensing and copyright laws
3. Activity- and exercise-specific benefits, indications, contraindications, risks, and precautions for the general population
4. Applicable facility guidelines and safety concerns (e.g., music volume, room temperature, room capacity, equipment/participant spacing)

B. Maintain required professional and safety certifications through appropriate continuing education to provide a safe environment for participants.

Knowledge of:
1. Credible sources of information, education providers, and professional organizations
2. Requirements for the renewal of professional and safety (e.g., CPR) certification(s)
3. NETA Code of Ethics

C. Respond to emergencies, incidents, and injuries.

Knowledge of:
1. Recognition of and appropriate response to exercise-related medical conditions and emergencies (e.g., myocardial infarction, stroke, heat-related illness)
2. Signs and symptoms of and immediate care (e.g., P.R.I.C.E) for acute injuries (e.g., sprain, strain, fractures)
3. Written emergency response procedures (e.g., activation of emergency medical services, facility emergency response plan, pre-emergency medical preparation strategies)
4. 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)

D. Abide by the GEI scope of practice and other limitations based on education, credentials, training, and experience.

Knowledge of:
1. NETA Code of Ethics
2. Basic principles of nutrition, *Dietary Guidelines for Americans*, recommended healthy eating patterns and food guidance graphics
3. Principles of exercise training (e.g., overload, specificity, progression, variation) and ACSM guidelines for exercise program design (e.g., cardiorespiratory, muscular fitness, flexibility training, balance)
4. Principles and guidelines (e.g., ACSM, Academy of Nutrition and Dietetics, National Weight Control Registry) of safe and effective weight management
5. Theoretical models of behavior change (e.g., transtheoretical model)