

*Pilates Method Alliance
(PMA)*

**Role Delineation Study
Of
The PMA Pilates Certified Teacher**

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INTRODUCTION

In September 2004, a panel of 10 experts assembled by the Pilates Method Alliance (PMA) met with representatives from CASTLE Worldwide, Inc. to delineate the field of the Pilates teacher.

The major function of the PMA credentialing program is to ensure competency and professionalism in the field of Pilates instruction. It provides assurance that the PMA Pilates Certified Teacher has met specific criteria designed to ensure that he or she is competent in the provision of services.

The development of a quality credentialing or licensing program must follow certain logically sound and legally defensible procedures for developing examinations. These principles and procedures are outlined in federal regulation (*Uniform Guidelines on Employee Selection Procedures*) and manuals, such as *Standards for Educational and Psychological Testing* (published by the American Educational Research Association, 1999). CASTLE adheres to these standards in developing examinations for credentialing programs, including the Pilates Method Alliance certification program.

Before a content-valid examination is developed, the knowledge and skills necessary for competent practice in the profession must be determined. The process for identifying these competency areas is a role delineation, or job analysis, which serves as a blueprint for examination development. The role delineation also helps to determine the type of examination, such as written or practical, to be developed in order to assess competence.

The primary reason for conducting a role delineation study is to ensure that an examination is content-valid. Content validity is the most commonly applied and accepted validation strategy used in establishing certification programs today. In psychometric terms, validation is the way a test developer documents that the competence to be inferred from a test score is actually measured by the examination. A content-valid examination, then, appropriately evaluates the knowledge or skills required to function as a competent practitioner in the field.

Thus, the role delineation study is an integral part of ensuring that an examination is content-valid—that the aspects of the profession covered on the examination reflect the tasks performed in practice settings. For both broad content areas and tasks, the study identified their importance, criticality, and frequency. These ratings play an important role in determining the content of the examination.

The role delineation study for the Pilates Method Alliance consisted of the following three phases, which are the focus of this report:

- I. Initial Development and Validation. The role delineation panel identified the domains, tasks, knowledge, and skills essential to the performance of a PMA Pilates Certified Teacher.
- II. Validation Study. A representative sample of professionals in the field of Pilates teaching reviewed and validated the work of the role delineation panel.
- III. Development of Test Specifications. Based on the ratings gathered from the representative sample of professionals, the test specifications for the certification examination were developed.

PHASE I INITIAL DEVELOPMENT AND EVALUATION

The first steps in analyzing the profession of the PMA Pilates Certified Teacher were the identification of the major content areas or domains, the listing of tasks performed under each domain, and the identification of the knowledge and skills associated with each task.

In September 2004, the PMA assembled a 10-member panel of subject matter experts in the Pilates instruction field to discuss the role of the PMA Pilates Certified Teacher. The panel members represented a variety of practice settings, geographic regions, and both genders. A complete listing of panel members is provided in Appendix A. The following steps were undertaken to complete Phase I:

- A. The panel determined that the profession could be divided into three major content areas, or performance domains. These performance domains are:
 1. Assessment and Evaluation
 2. Teaching
 3. Reassessment
- B. Next, the panel delineated the tasks in each of the three domains. The panel subsequently generated a list of knowledge and skills required to perform each task.
- C. The panel members then evaluated each performance domain and task, rating each on importance and criticality to the PMA Pilates Certified Teacher and the frequency with which the activities associated with each domain and task are performed.

Based on the work of the role delineation panel, an electronic survey was developed and distributed to professionals in the field of Pilates instruction. The results of the survey are the focus of Phase II.

PHASE II VALIDATION STUDY

I. Questionnaire Design and Distribution

Using the domains and tasks identified by the role delineation panel, CASTLE Worldwide, Inc. developed a questionnaire to be completed by a sample of registered Pilates teachers with 2 to 9 years of Pilates teaching experience. CASTLE distributed the questionnaire to the professionals to evaluate, validate, and provide feedback on the role delineation panel's domain and task lists. The questionnaire also solicited biographical information from the respondents in order to ensure a representative response and completion by appropriately qualified individuals.

Of the questionnaires distributed, 352 usable responses were submitted to CASTLE. However, not all individuals responded to every question, therefore, the total number of responses per question varies.

II. Characteristics of the Sample

The following tables provide the demographic breakdown of the survey respondents. Survey respondents were asked to provide information on sixteen different demographic variables.

Table 1. Gender

As shown in the chart below, the majority (93%) of respondents are female.

Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	326	92.61	326	92.61
Male	26	7.39	352	100.00

Table 2. Age

The age categories for the respondents are shown below. No respondents reported their age as under 20 years old. The 50th percentile of reported ages appears to fall between 40 and 41 years of age.

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
20 to 25 years	12	3.41	12	3.41
26 to 30 years	61	17.33	73	20.74
31 to 35 years	51	14.49	124	35.23
36 to 40 years	51	14.49	175	49.72
41 to 45 years	54	15.34	229	65.06
46 to 50 years	61	17.33	290	82.39
51 to 55 years	46	13.07	336	95.45
More than 55	16	4.55	352	100.00

Table 3. Ethnic background

The majority of the survey respondents reported their ethnic background as Caucasian/White. A list of “other” ethnic backgrounds is given in Appendix C.

Background	Frequency	Percent	Cumulative Frequency	Cumulative Percent
African American	3	0.85	3	0.85
Asian American	10	2.84	13	3.69
Caucasian/White	309	87.78	322	91.48
Latino/Hispanic	15	4.26	337	95.74
Native American	6	1.70	343	97.44
Other	6	1.70	349	99.15
Response Omitted	3	0.85	352	100.00

Table 4. In which state or province do you live?

The largest number of respondents came from California. Thirteen respondents were from Canada.

Location	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AB	2	0.60	2	0.60
AL	1	0.30	3	0.89
AR	1	0.30	4	1.19
AZ	11	3.27	15	4.46
BC	6	1.79	21	6.25
CA	68	20.24	89	26.49
CO	12	3.57	101	30.06
CT	3	0.89	104	30.95
DC	3	0.89	107	31.85
FL	25	7.44	132	39.29
GA	5	1.49	137	40.77
ID	4	1.19	141	41.96
IL	13	3.87	154	45.83
IN	2	0.60	156	46.43
KS	1	0.30	157	46.73
KY	3	0.89	160	47.62
LA	3	0.89	163	48.51
MA	11	3.27	174	51.79
MD	6	1.79	180	53.57
ME	3	0.89	183	54.46
MI	4	1.19	187	55.65
MN	3	0.89	190	56.55
MO	3	0.89	193	57.44
MS	1	0.30	194	57.74
NC	8	2.38	202	60.12

Location	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NE	2	0.60	204	60.71
NJ	12	3.57	216	64.29
NM	5	1.49	221	65.77
NY	42	12.50	263	78.27
OH	5	1.49	268	79.76
OK	1	0.30	269	80.06
ON	3	0.89	272	80.95
OR	4	1.19	276	82.14
PA	13	3.87	289	86.01
SC	7	2.08	296	88.10
SK	2	0.60	298	88.69
TN	2	0.60	300	89.29
TX	11	3.27	311	92.56
UT	1	0.30	312	92.86
VA	6	1.79	318	94.64
VT	2	0.60	320	95.24
WA	10	2.98	330	98.21
WI	4	1.19	334	99.40

Table 5. How many years have you worked in the field of Pilates instruction?

Respondents were asked to supply the number of years they have worked as a Pilates teacher. The results are shown in the table below.

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2 to 5 years	188	53.41	188	53.41
6 to 9 years	113	32.10	301	85.51
Less than 2 years	51	14.49	352	100.00

Table 6. Do you work as a Pilates teacher on a full-time or part-time basis?

Respondents were asked if they work on a full- or part-time basis as a Pilates teacher. The majority (62%) of respondents indicated full-time status.

Status	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Full-time	265	62.35	265	62.35
Part-time	143	33.65	408	96.00
Response Omitted	17	4.00	425	100.00

Table 7. What is your primary practice setting?

Nearly 64% of the respondents indicated their primary practice was held in a personal studio. Three respondents omitted this question. A list of the “other” primary practice settings is given in Appendix D.

Setting	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Gymnasium/Health Club	32	9.09	32	9.09
Hospital Facilities	9	2.56	41	11.65
Other	32	9.09	73	20.74
Parks and Recreation Center	5	1.42	78	22.16
Personal Studio	225	63.92	303	86.08
Response Omitted	3	0.85	306	86.93
Private Sessions	46	13.07	352	100.00

Table 8. What is your secondary practice setting, if applicable?

The largest number of respondents indicated their secondary practice occurred in private sessions. However, 15% of the respondents omitted this question. A list of the “other” secondary practice settings is given in Appendix E.

Setting	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Gymnasium/Health Club	72	20.45	72	20.45
Hospital Facilities	10	2.84	82	23.30
Other	58	16.048	140	39.77
Parks and Recreation Center	6	1.70	146	41.48
Personal Studio	59	16.76	205	58.24
Response Omitted	54	15.34	259	73.58
Private Sessions	93	26.42	352	100.00

Table 9. Which of the following special populations do you work with as a Pilates teacher?

The respondents could indicate one or more special populations with which they worked. The senior population was the most frequently indicated special population. Over 18% of the respondents indicated they worked with no special population. A list of “other” special populations is given in Appendix F.

Population	Number	Percent
Children	81	19.06
Sports/Athletes	227	53.41
Dancers	187	44.00
Post-Rehabilitation	238	56.00
Pregnant and Post-partum Women	187	44.00
Seniors	258	60.71
None	79	18.59

Table 10. What do you charge per private session for your Pilates instruction services?

Nearly half of the respondents indicated they charged between \$56 and \$70 for a private lesson. Only one respondent indicated charging in excess of \$100 per session.

Fee	Frequency	Percent	Cumulative Frequency	Cumulative Percent
\$101 to \$115	1	0.28	1	0.28
\$41 to \$55	95	26.99	96	27.27
\$56 to \$70	172	48.86	268	76.14
\$71 to \$85	48	13.64	316	89.77
\$86 to \$100	11	3.13	327	92.90
Less than \$40	21	5.97	348	98.86
Response omitted	4	1.14	352	100.00

Table 11. What do you charge per semi-private session for your Pilates teaching services?

Approximately 45% of the respondents indicated they charged less than \$40 for a semi-private lesson. However, three respondents indicated charging in excess of \$100 for a semi-private lesson.

Fee	Frequency	Percent	Cumulative Frequency	Cumulative Percent
\$41 to \$55	114	32.39	114	32.39
\$56 to \$70	23	6.53	137	38.92
\$71 to \$85	25	7.10	162	46.02
\$86 to \$100	11	3.13	173	49.15
Less than \$40	158	44.89	331	94.03
More than \$115	3	0.85	334	94.89
Response Omitted	18	5.11	352	100.00

Table 12. What are the most successful methods for marketing your services?

Tables 12a through 12j present the breakdown of the rankings given to each method of marketing services. Table 12k presents the mean rating for each marketing method. A list of “other” successful marketing methods is given in Appendix G.

Table 12a. Brochures

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	110	31.25	110	31.25
2	39	11.08	149	42.33
3	44	12.50	193	54.83
4	40	11.36	233	66.19
5	34	9.66	267	75.85
6	28	7.95	295	83.81
7	18	5.11	313	88.92
8	13	3.69	326	92.61
9	7	1.99	333	94.60
10	19	5.40	352	100.00

Table 12b. Community Functions

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	118	33.52	118	33.52
2	29	8.24	147	41.76
3	39	11.08	186	52.84
4	34	9.66	220	62.50
5	38	10.80	258	73.30
6	39	11.08	297	84.38
7	20	5.68	317	90.06
8	17	4.83	334	94.89
9	5	1.42	339	96.31
10	13	3.69	352	100.00

Table 12c. Direct Mail

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	131	37.22	131	37.22
2	8	2.27	139	39.49
3	27	7.67	166	47.16
4	32	9.09	198	56.25
5	32	9.09	230	65.34
6	36	10.23	266	75.57
7	31	8.81	297	84.38
8	24	6.82	321	91.19
9	9	2.56	330	93.75
10	22	6.25	352	100.00

Table 12d. Internet

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	107	30.40	107	30.40
2	37	10.51	144	40.91
3	32	9.09	176	50.00
4	33	9.38	209	59.38
5	44	12.50	253	71.88
6	28	7.95	281	79.83
7	17	4.83	298	84.66
8	22	6.25	320	90.91
9	12	3.41	332	94.32
10	20	5.68	352	100.00

Table 12e. Medical Referral

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	113	32.10	113	32.10
2	27	7.67	140	39.77
3	35	9.94	175	49.72
4	22	6.25	197	55.97
5	49	13.92	246	69.89
6	29	8.24	275	78.13
7	27	7.67	302	85.80
8	22	6.25	324	92.05
9	8	2.27	332	94.32
10	20	5.68	352	100.00

Table 12f. Networking

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	147	41.76	147	41.76
2	44	12.50	191	54.26
3	25	7.10	216	61.36
4	24	6.82	240	68.18
5	22	6.25	262	74.43
6	17	4.83	279	79.26
7	12	3.41	291	82.67
8	10	2.84	301	85.51
9	10	2.84	311	88.35
10	41	11.65	352	100.00

Table 12g. Newspapers

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	119	33.81	119	33.81
2	25	7.10	144	40.91
3	19	5.40	163	46.91
4	25	7.10	188	53.41
5	24	6.82	212	60.23
6	24	6.82	236	67.05
7	32	9.09	268	76.14
8	39	11.08	307	87.22
9	24	6.82	331	94.03
10	21	5.97	352	100.00

Table 12h. Radio

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	157	44.60	157	44.60
2	5	1.42	162	46.02
3	3	0.85	165	46.88
4	5	1.42	170	48.30
5	5	1.42	175	49.72
6	2	0.57	177	50.26
7	15	4.26	192	54.55
8	36	10.23	228	64.77
9	58	16.48	286	81.25
10	66	18.75	352	100.00

Table 12i. Telemarketing

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	159	45.17	159	45.17
2	2	0.57	161	45.74
3	3	0.85	164	46.59
4	3	0.85	167	47.44
5	3	0.85	170	48.30
6	4	1.14	174	49.43
7	9	2.56	183	51.99
8	21	5.97	204	57.95
9	48	13.64	252	71.59
10	100	28.41	352	100.00

Table 12j. Other

Rank	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	239	67.90	239	67.90
2	18	5.11	257	73.01
3	8	2.27	265	75.28
4	5	1.42	270	76.70
5	4	1.14	274	77.84
6	0	0.00	274	77.84
7	4	1.14	278	78.98
8	4	1.14	282	80.11
9	8	2.27	290	82.39
10	62	17.61	352	100.00

Table 12k. Average ranking of marketing methods

MARKETING METHOD		
	Mean Rank	Std Dev
Brochure	3.70	2.68
Community Functions	3.70	2.62
Direct Mail	4.10	2.96
Internet	3.98	2.83
Medical Referrals	4.02	2.84
Networking	3.64	3.18
Newspapers	4.41	3.16
Radio	5.14	3.97
Telemarketing	5.36	4.14
Other	3.10	3.57

Table 13. What is your highest level of education?

Nearly half the respondents indicated having obtained the Bachelor's degree, whereas nearly a quarter indicated having a Master's degree. A list of professional areas of degree and certification is given in Appendix H.

Education	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Associate Degree	53	15.23	53	15.23
Bachelors Degree	171	49.14	224	64.37
Doctoral Degree	7	2.01	231	66.38
MBA Degree	10	2.87	241	69.25
Masters Degree	81	23.28	322	92.53
School/Secondary School	26	7.47	348	100.00

Table 14. What is your annual income from Pilates teaching?

Approximately 81% of the respondents indicated they receive less than \$50,000 in annual income from Pilates teaching.

Income	Frequency	Percent	Cumulative Frequency	Cumulative Percent
\$15000 to \$24999	48	13.64	48	13.64
\$25000 to \$34000	75	21.38	123	34.94
\$35000 to \$49999	63	17.90	186	52.84
\$5000 to \$14999	65	18.47	251	71.31
Less than \$5000	34	9.66	285	80.97
More than \$50000	51	14.49	336	95.45
Response Omitted	16	4.55	352	100.00

Table 15. What is your annual household income?

Over 30% of the respondents indicated an annual household income in excess of \$100,000.

Income	Frequency	Percent	Cumulative Frequency	Cumulative Percent
\$30000 to \$39999	33	9.38	33	9.38
\$40000 to \$49999	33	9.38	66	18.75
\$50000 to \$59999	28	7.95	94	26.70
\$60000 to \$69999	16	4.55	110	31.25
\$70000 to \$79999	30	8.52	140	39.77
\$80000 to \$89999	16	4.55	156	44.32
\$90000 to \$100000	36	10.23	192	54.55
Less than \$30000	28	7.95	220	62.50
More than \$100000	110	31.25	330	93.75
Response omitted	22	6.25	352	100.00

III. Evaluation of Performance Domains

A. Survey Respondents' Evaluations. The survey respondents were asked to evaluate each performance domain and task, rating each on importance, criticality, and frequency. A 4-point scale was used for the importance, criticality, and frequency ratings, with a "4" representing the highest rating. The scale anchors are listed below as a reference.

Importance Ratings

Participants were asked to rate each domain on a rating of importance, or the degree to which knowledge in the domain is essential to the job performance of a minimally competent Pilates teacher in that a deficiency of knowledge would likely cause harm (of some type) to the profession or professional. The rating anchors are provided below.

1. **Of little importance.** Performance of tasks in this domain is minimally essential to the job performance of the minimally competent Pilates teacher.
2. **Moderately Important.** Performance of tasks in this domain is moderately essential to the job performance of the minimally competent Pilates teacher.
3. **Very Important.** Performance of tasks in this domain is clearly essential to the job performance of the minimally competent Pilates teacher.
4. **Extremely Important.** Performance of tasks in this domain is absolutely essential to the job performance of the minimally competent Pilates teacher.

As presented in the following table, survey respondents indicated that Domain II (Teaching) is the most important of the three domains. Domain I (Assessment and Evaluation) was considered the second-most important, while Domain III (Reassessment) was considered to be the least important.

Domain	N	Mean	Std Dev	Std Error
Assessment and Eval	332	3.4156627	0.6610405	0.0362793
Teaching	332	3.6837349	0.5150079	0.0282647
Reassessment	331	3.0725076	0.7390818	0.0406236

Criticality Ratings

Participants were asked to rate each domain on a rating of criticality, or the degree to which adverse effects could result if the regulatory affairs professional is not knowledgeable in the domain. The rating anchors are provided below.

1. **Minimal Harm.** Inability to perform tasks in this domain would lead to error with minimal adverse consequences.
2. **Moderate Harm.** Inability to perform tasks in this domain would lead to error with moderate adverse consequences.
3. **Significant Harm.** Inability to perform tasks in this domain would lead to error with major adverse consequences.
4. **Extreme Harm.** Inability to perform tasks in this domain would definitely lead to error with catastrophic consequences.

The respondents considered Domain II (Teaching) as the most critical of the three domains; followed by Domain I (Assessment and Evaluation). Domain III (Reassessment) was seen as the least critical.

Domain	N	Mean	Std Dev	Std Error
Assessment and Eval	307	2.9641694	0.7199443	0.0410894
Teaching	308	3.2240260	0.6932485	0.0395015
Reassessment	307	2.3355049	0.7971415	0.0454953

Frequency Ratings

Respondents were also asked to rate the percentage of time a Pilates teacher spends performing duties associated with each performance domain.

The respondents felt that they performed the duties associated with Domain II (Teaching) the most often, while they spent the least amount of time performing the duties associated with Domain III (Reassessment).

Domain	N	Mean	Std Dev	Std Error
Assessment and Eval	291	20.9037801	10.5368493	0.6176810
Teaching	291	62.0570447	17.8818375	1.0482519
Reassessment	291	16.1020619	10.3840094	0.6087214

B. Panel Members' Evaluation vs. Respondents' Evaluations. The panel ratings of domains were compared to the survey respondent ratings to examine the similarity of the ratings given by the two groups.

Although both groups rated Teaching as being the most important domain, the panel participants rated the 2nd and 3rd domains similarly, whereas the survey participants differentiated the importance of those two domains by a little less than a half of a scale point. The average difference in the ratings by the two groups was about 1.1 scale points, with the panelists giving the domains the lower ratings.

Domain	IMPORTANCE		
	Survey	Panel	Difference
I. Assessment and Evaluation	3.42	2.06	1.36
II. Teaching	3.68	2.60	1.08
III. Reassessment	3.07	2.07	1.00

The congruence between the survey participants and the role delineation panelists was greater for the criticality ratings than it was in the ratings of importance, with the average difference in ratings being somewhat less than a half of a scale point. In addition, the rankings of the domains in terms of perceived criticality were the same between the two groups.

Domain	CRITICALITY		
	Survey	Panel	Difference
I. Assessment and Evaluation	2.96	2.44	0.52
II. Teaching	3.22	2.63	0.60
III. Reassessment	2.34	2.19	0.15

The survey respondents provided somewhat different estimates of time spent performing the activities of the three domains from the estimates given by the role delineation panelists. In addition, the rankings of the three domains differed, though both groups ranked the 2nd domain as requiring the most time. The substantial two differences in the ratings provided by the two groups appeared in the estimates of frequency for domains 1 and 2.

After reexamination of the role delineation panelist data, several panelists were found to have given estimates that did not add appropriately (i.e., the task allocations did not add to the domain allocation). The removal of those estimates by the panelists was considered, but the resulting sample size was too small for use with reliable calculations. Hence, the original data were retained and used in this study.

Domain	FREQUENCY		
	Survey	Panel	Difference
I. Assessment and Evaluation	20.90	8.44	12.46
II. Teaching	62.10	46.88	15.23
III. Reassessment	16.10	13.44	2.66

C. Survey Respondent Subgroups' Evaluations. When using a survey to collect information regarding a profession, the possibility that individuals in various settings have differing views of the profession is to be expected. Finding differences in domain or task ratings among the various subgroups could indicate that one should not generalize the survey results from one subgroup to another. With this in mind, the responses of specific subgroups of survey participants were compared using one-way ANOVA.

No statistically significant differences (alpha = .001 after Bonferroni-style correction) were found among the ratings of importance, criticality, and frequency between any of the demographic subgroups (e.g., male and female), indicating general agreement between and among the different subgroups of participants.

IV. Reliability Analysis of Domain Scales

The reliability of the scales was assessed in order to determine how consistently the tasks measured the domain of interest. Reliability refers to the degree to which tests or surveys are free from measurement error. Consider a scale measuring an individual's weight that registered a substantially different weight with each use for the same person. With this inconsistency (i.e., unreliability), it would be impossible to determine an accurate weight. This analogy can be extended to the Importance, Criticality, and Frequency ratings of each domain. It is important to understand the consistency of the data along these dimensions in order to draw defensible conclusions.

Reliability was measured by internal consistency (Cronbach's Alpha) using the respondent's ratings of Importance, Criticality, and Frequency for each domain. This calculates the extent to which each task rating within each domain consistently measures what other tasks within that domain measure. Reliability coefficients range from 0 to 1 and should be above .7 to be judged as adequate. Reliability values below .7 indicate an unacceptable amount of measurement error.

Two values, the reliability of the importance and frequency ratings of the 2nd domain, were sufficiently below the .7 rule-of-thumb to warrant additional study. The follow-up analysis indicated the composite reliability of the ratings was approximately .68, which is sufficiently close to the .7 standard to warrant the use of these ratings in the validation of the role delineation and the development of an examination blueprint

Domain	RELIABILITY		
	Importance	Criticality	Frequency
I	.6733	.7940	.7340
II	.4728	.7650	.5293
III	.6520	.7932	.6710

V. Summary of Results

As shown in the charts on the preceding pages, the survey respondents indicated that all domains are important. Each of the three domains has an average importance of at least 3.07 on the 4-point rating scale, with 3 indicating Very Important.

Similarly, the respondents considered all the domains to be critical. Each of the three domains has an average criticality rating of at least 2.34 on the 4-point scale, which means that incompetent performance of tasks in each domain could result in Moderate to Significant harm (of some type) to the public.

The survey respondents indicated they spend an uneven amount of time performing duties in the three domains. They indicated, on average, that they spend the most time (62%) performing duties in Domain II (Teaching).

VI. Conclusion

The results of the survey validate the results of the role delineation panel. This conclusion means that the domains, tasks, knowledge, and skills developed by the role delineation panel constitute an accurate definition of the work of a PMA Pilates Certified Teacher.

Based on an analysis of the tasks, knowledge, and skills identified by the role delineation study, competence in the profession can be assessed using a single examination format.

**PHASE III
TEST SPECIFICATIONS**

The final phase of a role delineation study is the development of test specifications which identify the proportion of questions from each domain and task that will appear on the certification examination. Test specifications are developed by combining the overall evaluations of importance, criticality, and frequency and converting the results into percentages. These percentages are used to determine the number of questions related to each domain and task that should appear on the examination.

Domain	TEST BLUEPRINT	
	% of Test	# of Items on Test
Assessment and Evaluation	23.07%	35
Teaching	58.79%	88
Reassessment	18.15%	27
	100.00%	150

DOMAINS, TASKS, AND KNOWLEDGE AND SKILL STATEMENTS

This section of the report contains the domains, tasks, and knowledge and skill statements as delineated by the role delineation panel.

Domain I. Assessment and Evaluation

Domain II. Teaching

Domain III. Reassessment

Performance Domain I Assessment and Evaluation

Evaluation and Allocation of Questions for Domain I.

Task	RATINGS				
	Importance	Criticality	Frequency	% of Items on Test	# of Items on Test
1	3.69	3.12	3.13	4.87%	7
2	3.64	3.25	3.04	4.86%	7
3	3.08	1.94	3.06	3.96%	6
4	3.37	2.36	3.38	4.47%	7
5	3.64	3.27	3.09	4.90%	8
TOTAL				23.07%	35

Tasks with Knowledge and Skill Statements for Domain I

I. Assessment and Evaluation

Task 1: Obtain information as it pertains to client's medical health history and current fitness level using questionnaires, interviews, and other records in order to evaluate the client and design a safe Pilates program.

Knowledge of:

1. Basic human sciences (e.g., functional anatomy, physiology, biomechanics, kinesiology and motor learning).
2. World Health Organization's ICF model for Health.
3. Comprehensive training in Pilates (e.g., repertoire, philosophy).

4. Intake procedures (e.g., personal health and fitness history, health goals, and observation) in questionnaire and interview format.
5. PMA guidelines to employ safe and effective Pilates programs.

Skill in:

1. Communicating with clients in a professional, inviting, efficient, and confidential manner.
2. Documenting with clarity and precision.
3. Archiving information for reference and review.
4. Observing posture, movement, and idiosyncratic patterns.

Task 2: Identify risk factors and co-morbidities (e.g., medications, surgeries, injuries, systemic illness, physical disabilities, psychological disabilities) by review of information gathered that might preclude or limit participation in a Pilates program without a medical release.

Knowledge of:

1. Risk factors and co-morbidities that affect a Pilates exercise program.
2. Appropriate acquisition of medical release based on risk factors present in client.
3. Factors which necessitate medical release prior to initiating program.
4. Professional responsibilities for Pilates teachers.

Skill in:

1. Interpreting information gathered through the intake.
2. Applying accepted Pilates/health and fitness industry guidelines.
3. Guiding client through the process of acquiring a medical release when appropriate with subsequent integration into a Pilates program.

Task 3: Discuss, determine, align, and prioritize goals by evaluating subjective and objective information to facilitate the greatest opportunity for improvement in the client's program.

Knowledge of:

1. Psychological factors affecting motivation, exercise adherence, and behavior modifications for goal setting (e.g., motivation, fear of failure, short and long term goals, body image, willingness).
2. Goal and strategies.
3. Basic movement sciences.

Skill in:

1. Aligning teacher experience and knowledge with client expectations to develop a successful and feasible program.
2. Setting realistic goals and objectives.
3. Promoting health and wellness in an environment of positive reinforcement, empowerment, and spirit.
4. Engaging the physical and mental commitment of the client to their Pilates program/philosophy.
5. Integrating and adapting the benefits of the Pilates method into other daily physical activities.

Task 4: Identify needs, imbalances, and asymmetries as they pertain to client's posture, movement, balance, and coordination using observation and movement assessment tools to ascertain appropriate Pilates program.

Knowledge of:

1. All posture models.
2. Healthy joint range of motion.
3. Balanced muscle development.
4. Healthy body mechanics and movement patterns (e.g., squatting, swinging, walking, sitting).
5. Conditions that cause asymmetries.

Skill in:

1. Observing and assessing static and dynamic postures, muscle imbalances, and range of motion.
2. Observing body mechanics and movement patterns.
3. Analyzing quality of movement utilizing the Pilates elements of movement.
4. Documenting, interpreting and archiving observations.

Task 5: Identify information that pertains to the special conditions of a client with a medical release in order to apply appropriate modifications to the program design.

Knowledge of:

1. Resources available (e.g., peer review, libraries, internet, Medical professionals, support groups for specific conditions).
2. Appropriate scope of practice within your geographical jurisdiction (e.g., state and local government).

Skill in:

1. Researching and integrating information gathered from resources and client files.
2. Recording the client information (e.g., intake, goals, and plan).
3. Identifying safe parameters for medical, legal, and scope of practice issues.

**Performance Domain II
Teaching**

Evaluation and Allocation of Questions for Domain II.

Task	RATINGS				
	Importance	Criticality	Frequency	% of Items on Test	# of Items on Test
1	3.39	2.24	3.28	14.64%	22
2	3.33	2.44	3.48	15.22%	23
3	3.59	2.37	3.75	15.95%	24
4	2.82	1.86	3.22	12.99%	19
TOTAL				58.79%	88

Task with Knowledge and Skill Statements for Domain II

II. Teaching

Task 1: Develop and design a client's program incorporating Pilates methodologies (e.g., repertoire, philosophy) and information gathered during the assessment to ensure a successful movement experience.

Knowledge of:

1. Complete Pilates repertoire
2. Pilates philosophy, principles, and benefits
3. Client profile from assessment and evaluation

Skill in:

1. Creating balance in programming (i.e., flexion and extension, orientations to gravity, choice of movers and stabilizers, addition of lateral flexion and rotation when centered, problem-specific and whole body integrated movement, strength and flexibility)
2. Addressing individual needs without losing primary goal of the session
3. Choosing and adapting exercises to the client's challenge point
4. Integrating mat and all apparatus exercise into a program
5. Considering different learning styles

Task 2: Apply knowledge in basic movement science (e.g., functional anatomy, physiology, biomechanics, kinesiology, motor learning) to assessment, design, implementation, progression, and modification of Pilates program to optimize Pilates benefits for clients.

Knowledge of:

1. Functional anatomy and kinesiology
2. Basic exercise science
3. Normal joint range of motion
4. Exercise programming using specific order of Pilates exercises with customization for client's needs

Skill in:

1. Applying basic biomechanics and kinesiology to movement patterns and correction
2. Motivating and developing independence

Task 3: Use basic teaching skills (e.g., verbal and tactile cueing, imagery, pacing, multitasking, spotting, demonstration) to educate clients in correct movement technique as it pertains to the Pilates Method.

Knowledge of:

1. Effective communication techniques (i.e., verbal, touch, visual, demonstration, body language)
2. Appropriate class structure
3. Equipment set-up, use, maintenance, and safety
4. Exercise precautions and contra-indications

Skill in:

1. Adjusting exercise intensity and duration
2. Managing multiple clients
3. Using the teacher's body and positioning to create safety, assuredness, and challenge
4. Managing session structure (e.g., tempo, time management, momentum, dynamic movement, whole body integration, warm-up, and closure) for an effective movement experience
5. Recognizing warning signs and symptoms that may occur during a workout session and reacting safely and effectively
6. Creating modifications and adaptations (e.g., use of props, sequencing, changing ROM, substituting equipment for additional support)
7. Motivating clients (i.e., positive feedback, creating safe environment)
8. Recording and archiving subjective and objective information from each teaching session

Task 4: Employ comprehensive Pilates syllabus and philosophy in the clients' program to provide a healthy and safe movement experience in the Pilates environment (i.e., Reformer, Trapeze Table, Chairs, Barrels, Ped-O-Pull, Mat, Magic Circle, Tower, Foot Corrector, Toe Corrector, Finger Corrector, Pin Wheel, Head Harness, Weighted Shoe, Bean Bag).

Knowledge of:

1. Pilates repertoire on mat and all equipment
2. Equipment use, set-up, and safety
3. Pilates performance elements (i.e., breath, balanced muscle utilization, concentration, control, centering, precision, rhythm, flowing motion, oppositional energy)

Skill in:

1. Employing transitions for continuity of movement and breath, building endurance, cognitive skills, and discipline
2. Teaching, cueing, correcting, and spotting all exercises on mat and equipment

Task 5: Comply with code of ethics and client confidentiality to preserve the integrity of Pilates practice.

Knowledge of:

1. PMA code of ethics

**Performance Domain III
Reassessment**

Evaluation and Allocation of Questions for Domain III.

Task	RATINGS				
	Importance	Criticality	Frequency	% of Items on Test	# of Items on Test
1	2.82	1.80	3.12	2.47%	4
2	3.48	2.96	3.45	3.14%	5
3	2.91	1.69	2.91	2.39%	4
4	3.38	2.30	3.43	2.90%	4
5	2.57	1.56	2.64	2.15%	3
6	3.33	2.82	2.99	2.91%	4
7	2.68	1.61	2.59	2.19%	3
TOTAL				18.15%	27

Tasks and Knowledge and Skill Statements for Domain III

Task 1: Monitor and record the client's progress using subjective and objective measures (e.g., chart, notes) to maintain awareness and documentation of client's current status and to assure program matches client's challenge point.

Knowledge of:

1. Functional Muscle physiology (e.g., concentric/eccentric contraction, synergistic contraction)
2. Functional Biomechanics (joint mechanics, kinetic chain, structural alignment)
3. Motor control (influences of movement, neuromuscular control of trunk and extremities, movement integration)
4. Qualitative analysis (e.g., elements of Pilates Movement)
5. Functional Anatomy
6. Comprehensive Pilates repertoire and philosophy
7. Primary intent of each exercise
8. Precautions, contraindications, and modification of Pilates exercises for special needs (e.g., osteoporosis, tight hamstrings, plantar fasciitis)
9. Standard medical referral protocol
10. Influence of environment on individuals ability to learn successfully
11. Role of teacher and client in the Pilates philosophy

Skill in:

1. Observing change in function (e.g., sitting, walking, standing)
2. Analyzing quality of movement (e.g., according to Pilates elements of movement)
3. Assessing imbalances and asymmetries in static posture and dynamic posture
4. Analyzing technique in Pilates exercise execution (both correct and faulty execution)
5. Selecting appropriate progressions of exercise
6. Assessing client's readiness to progress (e.g., structurally, neuromuscular, and mentally)
7. Keeping accurate records pertaining to clients participation in the Pilates Program
8. Modifying exercises spontaneously based on client's needs
9. Matching client's current abilities with appropriate challenge point
10. Educating and involving clients in making lifestyle changes as they pertain to healthy movement
11. Designing and enabling home exercise programs
12. Empowering client to take ownership for their own health
13. Communicating ongoing progress with the client

Task 2: Gather subjective and objective information as it pertains to client's current status (e.g., mobility, posture, menstruation, faint, cold sweats, chest pain, change of activity, sleep deprivation) and modify workout to accommodate any special circumstances to ensure a safe and effective movement experience or refer client to their physician or emergency services if situation warrants intervention beyond the teacher's scope of practice.

Knowledge of:

1. Functional Muscle physiology (e.g., concentric/eccentric contraction, synergistic contraction)
2. Functional Biomechanics (joint mechanics, kinetic chain, structural alignment)
3. Motor control (influences of movement, neuromuscular control of trunk and extremities, movement integration)
4. Qualitative analysis (e.g., elements of Pilates Movement)
5. Functional Anatomy
6. First Aide and CPR, AED
7. Comprehensive Pilates repertoire and philosophy
8. Primary intent of each exercise
9. Precautions, contraindications, and modification of Pilates exercises for special needs (e.g., osteoporosis, tight hamstrings, plantar fasciitis)
10. Standard medical referral protocol
11. Influence of environment on individuals ability to learn successfully
12. Role of teacher and client in the Pilates philosophy

Skill in:

1. Observing change in function (e.g., sitting, walking, standing)
2. Analyzing quality of movement (e.g., according to Pilates elements of movement)

3. Assessing imbalances and asymmetries in static posture and dynamic posture
4. Analyzing faulty movement patterns in gait and functional activities
5. Analyzing technique in Pilates exercise execution (both correct and faulty execution)
6. Selecting appropriate progressions of exercise
7. Assessing client's readiness to progress (e.g., structurally, neuromuscular, and mentally)
8. Keeping accurate records pertaining to clients participation in the Pilates Program
9. Modifying exercises spontaneously based on client's needs
10. Matching client's current abilities with appropriate challenge point
11. Educating and involving clients in making lifestyle changes as they pertain to healthy movement
12. Designing and enabling home exercise programs
13. Empowering client to take ownership for their own health
14. Communicating ongoing progress with the client

Task 3: Re-assess and re-align short and long-term Pilates program goals and content, using observation and discussion to match program with client's challenge point.

Knowledge of:

1. Functional Muscle physiology (e.g., concentric/eccentric contraction, synergistic contraction)
2. Functional Biomechanics (joint mechanics, kinetic chain, structural alignment)
3. Motor control (influences of movement, neuromuscular control of trunk and extremities, movement integration)
4. Qualitative analysis (e.g., elements of Pilates Movement)
5. Functional Anatomy
6. First Aide and CPR, AED
7. Comprehensive Pilates repertoire and philosophy
8. Primary intent of each exercise
9. Precautions, contraindications, and modification of Pilates exercises for special needs (e.g., osteoporosis, tight hamstrings, plantar fasciitis)
10. Standard medical referral protocol
11. Influence of environment on individuals ability to learn successfully
12. Role of teacher and client in the Pilates philosophy

Skill in:

1. Observing change in function (e.g., sitting, walking, standing)
2. Analyzing quality of movement (e.g., according to Pilates elements of movement)
3. Assessing imbalances and asymmetries in static posture and dynamic posture
4. Analyzing faulty movement patterns in gait and functional activities
5. Analyzing technique in Pilates exercise execution (both correct and faulty execution)
6. Selecting appropriate progressions of exercise

7. Assessing client's readiness to progress (e.g., structurally, neuromuscular, and mentally)
8. Keeping accurate records pertaining to clients participation in the Pilates Program
9. Modifying exercises spontaneously based on client's needs
10. Matching client's current abilities with appropriate challenge point
11. Educating and involving clients in making lifestyle changes as they pertain to healthy movement
12. Designing and enabling home exercise programs
13. Empowering client to take ownership for their own health
14. Communicating ongoing progress with the client

Task 4: *Identify habits or movement patterns that negatively impact function using observation and communication in order to redirect Pilates program with the goal of increasing awareness of healthy movement patterns.*

Knowledge of:

1. Functional Muscle physiology (e.g., concentric/eccentric contraction, synergistic contraction)
2. Functional Biomechanics (joint mechanics, kinetic chain, structural alignment)
3. Motor control (influences of movement, neuromuscular control of trunk and extremities, movement integration)
4. Qualitative analysis (e.g., elements of Pilates Movement)
5. Functional Anatomy
6. First Aide and CPR, AED
7. Comprehensive Pilates repertoire and philosophy
8. Primary intent of each exercise
9. Precautions, contraindications, and modification of Pilates exercises for special needs (e.g., osteoporosis, tight hamstrings, plantar fasciitis)
10. Standard medical referral protocol
11. Influence of environment on individuals ability to learn successfully
12. Role of teacher and client in the Pilates philosophy

Skill in:

1. Observing change in function (e.g., sitting, walking, standing)
2. Analyzing quality of movement (e.g., according to Pilates elements of movement)
3. Assessing imbalances and asymmetries in static posture and dynamic posture
4. Analyzing faulty movement patterns in gait and functional activities
5. Analyzing technique in Pilates exercise execution (both correct and faulty execution)
6. Selecting appropriate progressions of exercise
7. Assessing client's readiness to progress (e.g., structurally, neuromuscular, and mentally)
8. Keeping accurate records pertaining to clients participation in the Pilates Program
9. Modifying exercises spontaneously based on client's needs
10. Matching client's current abilities with appropriate challenge point

11. Educating and involving clients in making lifestyle changes as they pertain to healthy movement
12. Designing and enabling home exercise programs
13. Empowering client to take ownership for their own health
14. Communicating ongoing progress with the client

Task 5: Evaluate and adjust client's workout environment (e.g., light source, noise level, private vs. class format, home programs) for client's optimal learning experience.

Knowledge of:

1. Equipment at home
2. Using simple electronic devices
3. Effects of heat and air conditioning, lights, and sound on the client
4. The workout space utilized for workout
5. Influence of environment on individuals ability to learn successfully

Skill in:

1. Keeping accurate records pertaining to client's participation in the Pilates Program
2. Designing and enabling home exercise programs

Task 6: Re-assess client's status following a hiatus from program (e.g., illness, accident, trauma and general de-conditioning), using assessment tools for both subjective and objective measures, and conduct new intake, medical release, history, and evaluation as appropriate to re-establish goals and to design Pilates program for a safe and effective movement experience.

Knowledge of:

1. Functional Muscle physiology (e.g., concentric/eccentric contraction, synergistic contraction)
2. Functional Biomechanics (joint mechanics, kinetic chain, structural alignment)
3. Motor control (influences of movement, neuromuscular control of trunk and extremities, movement integration)
4. Qualitative analysis (e.g., elements of Pilates Movement)
5. Functional Anatomy
6. Comprehensive Pilates repertoire and philosophy
7. Primary intent of each exercise
8. Precautions, contraindications, and modification of Pilates exercises for special needs (e.g., osteoporosis, tight hamstrings, plantar fasciitis)
9. Standard medical referral protocol
10. Role of teacher and client in the Pilates philosophy

Skill in:

1. Observing change in function (e.g., sitting, walking, standing)
2. Analyzing quality of movement (e.g., according to Pilates elements of movement)
3. Assessing imbalances and asymmetries in static posture and dynamic posture
4. Analyzing technique in Pilates exercise execution (both correct and faulty execution)
5. Selecting appropriate progressions of exercise
6. Assessing client's readiness to progress (e.g., structurally, neuromuscular, and mentally)
7. Keeping accurate records pertaining to clients participation in the Pilates Program
8. Modifying exercises spontaneously based on client's needs
9. Matching client's current abilities with appropriate challenge point
10. Educating and involving clients in making lifestyle changes as they pertain to healthy movement
11. Empowering client to take ownership for their own health
12. Communicating ongoing progress with the client

Task 7: Re-assess client's status and progress using subjective and objective measures to redirect client toward a different learning style (e.g., group classes, private instruction, home programs) in order to foster client responsibility for personal progress and to improve the learning experience.

Knowledge of:

1. Functional Muscle physiology (e.g., concentric/eccentric contraction, synergistic contraction)
2. Functional Biomechanics (joint mechanics, kinetic chain, structural alignment)
3. Motor control (influences of movement, neuromuscular control of trunk and extremities, movement integration)
4. Qualitative analysis (e.g., elements of Pilates Movement)
5. Functional Anatomy
6. Comprehensive Pilates repertoire and philosophy
7. Primary intent of each exercise
8. Precautions, contraindications, and modification of Pilates exercises for special needs (e.g., osteoporosis, tight hamstrings, plantar fasciitis)
9. Influence of environment on individuals ability to learn successfully
10. Role of teacher and client in the Pilates philosophy

Skill in:

1. Observing change in function (e.g., sitting, walking, standing)
2. Analyzing quality of movement (e.g., according to Pilates elements of movement)
3. Assessing imbalances and asymmetries in static posture and dynamic posture
4. Analyzing faulty movement patterns in gait and functional activities
5. Analyzing technique in Pilates exercise execution (both correct and faulty execution)

6. Selecting appropriate progressions of exercise
7. Assessing client's readiness to progress (e.g., structurally, neuromuscular, and mentally)
8. Keeping accurate records pertaining to clients participation in the Pilates Program
9. Modifying exercises spontaneously based on client's needs
10. Matching client's current abilities with appropriate challenge point
11. Educating and involving clients in making lifestyle changes as they pertain to healthy movement
12. Designing and enabling home exercise programs
13. Empowering client to take ownership for their own health
14. Communicating ongoing progress with the client

Appendix A: Role Delineation Panel Participants

- 1 Kevin Bowen
- 2 Deborah Lessen
- 3 Michelle Larsson
- 4 Dianne Miller
- 5 Phoebe Higgins
- 6 Rachel Taylor-Segel
- 7 Colleen Glenn
- 8 Wendy LeBlanc-Arbuckle
- 9 Brent Anderson
- 10 Pat Guyton

Appendix B: Survey

Instructions for Completing the Pilates Method Alliance Role Delineation Survey

This booklet contains the PMA Pilates Certified Teacher Role Delineation Survey, along with instructional materials to help you complete it. Directions are provided at the beginning of each section of the survey.

In **Section A**, please complete a **Confidential Survey** that provides us with the demographic information we need to demonstrate that professionals working in various settings with differing backgrounds are represented in the survey.

In **Section B**, we provide you with a list of definitions and terms that are used throughout the survey. Please review the **Definition of Terms** before responding to any survey questions.

In **Section C**, please review the **Domains** that define the duties of a Pilates teacher. We ask that you rate the importance, criticality, and frequency of these domains as they pertain to the minimally competent Pilates teacher.

In **Section D**, please review the **Task Statements** required for competent performance in each domain, and then rate each statement for importance, criticality, and frequency.

Please review the entire document before responding to any of the questions. Your review will help you to understand our terminology and the structure of the Role Delineation Survey.

We will collect all of the surveys and use your responses to help determine the blueprint for the Pilates Method Alliance Examination. Please complete your survey by **30 November 2004**.

Thank you in advance for your help with this very important project.

Section A Demographic Information

Please fill in the following demographic information, which will be used to ensure that professionals working in various settings with differing backgrounds are represented in the data collection.

All responses are kept strictly confidential by CASTLE Worldwide, Inc. Computer programs are used to sort the data. No individual person or firm, or the particular data of either, will be identifiable in any report generated using information obtained through this survey.

Please check the appropriate boxes.

1. Gender: *(Check only one.)*

Female

Male

2. Age: *(Check only one.)*

Under 20

31-35

46-50

20-25

36-40

51-55

26-30

41-45

More than 55

3. Ethnic background: *(Check only one.)*

African American

Caucasian/White

Native American

Asian American

Latino/Hispanic

Other *(Please specify.)*

4. In which state/province do you live? _____

5. How many years have you worked in the field of Pilates instruction? *(Check only one.)*

Less than two years

2-5 years

6-9 years

10-14 years

15-20 years

More than 20 years

6. Do you work as a Pilates teacher on a full-time or part-time basis? *(Check only one.)*

- Full-time
- Part-time

7. What is your **primary** practice setting? *(Check only one.)*

- Gymnasium / Health Club
- Hospital Facilities
- Parks and Recreation Center
- Personal Studio
- Private Sessions
- Other *(Please specify.)*

8. What is your **secondary** practice setting, if applicable? *(Check only one.)*

- Gymnasium / Health Club
- Hospital Facilities
- Parks and Recreation Center
- Personal Studio
- Private Sessions
- Other *(Please specify.)*

9. Which of the following special populations do you work with as a Pilates teacher? *(Check all that apply.)*

- Children
- Sports/Athletes
- Dancers
- Post-Rehabilitation
- Pregnant and Postpartum Women
- Seniors
- No Special Populations
- Other *(Please specify.)* _____

10. What do you charge per **private** session for your Pilates instruction services? *(Check only one.)*

- Less than \$40
- \$41 to \$55
- \$56 to \$70
- \$71 to \$85
- \$86 to \$100
- \$101 to \$115
- More than \$115

11. What do you charge per **semi-private** session for your Pilates instruction services? *(Check only one.)*

- Less than \$20
- \$20 to \$30
- \$31 to \$40
- \$41 to \$50
- \$51 to \$60
- More than \$60

12. What are the most successful methods for marketing your services? *(Please rank 1 to 10 in order of importance.)*

- Brochures
- Community Functions
- Direct Mail (brochures, cards)
- Internet
- Medical Referrals
- Networking
- Newspapers
- Radio
- Telemarketing
- Other *(Please specify.)*

13. What is your **highest** level of education? *(Check only one.)*

- High School Diploma
- Some college courses
- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate

14. In what professional area(s) do you hold your degree(s) or certification(s)?

15. What is your annual income **from Pilates teaching**? *(Check only one.)*

- | | | |
|--|---|---|
| <input type="checkbox"/> Less than \$5,000 | <input type="checkbox"/> \$15,000 to \$24,999 | <input type="checkbox"/> \$35,000 to \$49,999 |
| <input type="checkbox"/> \$5,000 to \$14,999 | <input type="checkbox"/> \$25,000 to \$34,999 | <input type="checkbox"/> More than \$50,000 |

16. What is your annual **household** income? *(Check only one.)*

- | | | |
|---|---|--|
| <input type="checkbox"/> Less than \$30,000 | <input type="checkbox"/> \$50,000 to \$59,999 | <input type="checkbox"/> \$80,000 to \$89,999 |
| <input type="checkbox"/> \$30,000 to \$39,999 | <input type="checkbox"/> \$60,000 to \$69,999 | <input type="checkbox"/> \$90,000 to \$100,000 |
| <input type="checkbox"/> \$40,000 to \$49,999 | <input type="checkbox"/> \$70,000 to \$79,999 | <input type="checkbox"/> More than \$100,000 |

Section B

Definition of Terms Used in the Role Delineation Survey

Below are definitions of the terms found in this Role Delineation Survey

PMA Pilates Certified Teacher: The PMA Pilates Certified teacher creates and implements safe and effective individualized programs for apparently healthy clients to improve health and fitness through exercise and physical activity (the goal of a PMA Pilates Certified teacher is to impart the knowledge, skill, and confidence for clients to exercise for a lifetime). The PMA Pilates Certified teacher is at least 18 years of age with certification in cardiopulmonary resuscitation and knowledgeable in current exercise sciences and related fields.

Performance Domain: The performance domains are the major responsibilities or duties that define the role of the PMA Pilates Certified teacher. Each performance domain may be considered a major heading in an outline and may include a brief behavioral description. There are three performance domains included in this survey, as identified by an expert panel of PMA Pilates Certified teachers: Assessment and Evaluation, Teaching, and Reassessment

Task Statement: A task is an activity performed within a performance domain. Each performance domain consists of a series of tasks that collectively form a comprehensive and detailed description of each performance domain. Typically, task statements answer such questions as: *What activity did you perform? To whom or to what was your activity directed? Why did you perform that activity? How did you accomplish the activity?*

Section C
Evaluation of Domains

Instructions

You will be rating each domain identified by an expert panel on three dimensions: *Importance, Criticality, and Frequency*. The three domains identified by the expert panel are:

1. Assessment and Evaluation
2. Teaching
3. Reassessment

Importance

Importance is defined as the degree to which knowledge in the domain is essential to the job performance of a minimally competent PMA Pilates Certified teacher. Indicate how important each domain is to the performance of a minimally competent PMA Pilates Certified teacher. Rate each of the three domains by using the scale below. Please assign each domain **only one** rating. **DO NOT RANK THE DOMAINS**. Select the number of the description below that best exemplifies your rating for each domain and write that number in the space provided next to each domain.

- 1 = Of little importance.** Performance of tasks in this domain is minimally essential to the job performance of the minimally competent PMA Pilates Certified teacher.
- 2 = Moderately Important.** Performance of tasks in this domain is moderately essential to the job performance of the minimally competent PMA Pilates Certified teacher.
- 3 = Very Important.** Performance of tasks in this domain is clearly essential to the job performance of the minimally competent PMA Pilates Certified teacher.
- 4 = Extremely Important.** Performance of tasks in this domain is absolutely essential to the job performance of the minimally competent PMA Pilates Certified teacher.

Rating of Importance	Domain
_____	1. Assessment and Evaluation
_____	2. Teaching
_____	3. Reassessment

Criticality

Criticality is defined as the degree to which adverse effects could result if the PMA Pilates Certified teacher is not knowledgeable in the domain. Indicate the degree to which the inability to perform tasks in each domain would be seen as causing harm to a client, a co-worker, the public, the environment, etc. Harm may be physical, emotional, financial, etc. Rate each of the three domains by using the scale below. Please assign each domain **only one** rating. **DO NOT RANK THE DOMAINS.** Select the number of the description that best exemplifies your rating for each domain and write that number in the space provided next to each domain.

- 1 = **Minimal Harm.** Inability to perform tasks in this domain would lead to error with minimal adverse consequences.
- 2 = **Moderate Harm.** Inability to perform tasks in this domain would lead to error with moderate adverse consequences.
- 3 = **Significant Harm.** Inability to perform tasks in this domain would lead to error with major adverse consequences.
- 4 = **Extreme Harm.** Inability to perform tasks in this domain would definitely lead to error with catastrophic consequences.

<u>Rating of Criticality</u>	<u>Domain</u>
_____ 1.	Assessment and Evaluation
_____ 2.	Teaching
_____ 3.	Reassessment

Frequency

What percent of time does the PMA Pilates Certified teacher spend **performing duties or using the principles** associated with each domain? Write the percentage in the space provided next to each domain. *The total must equal 100 percent.*

<u>Rating of Frequency (%)</u>	<u>Domain</u>
_____ 1.	Assessment and Evaluation
_____ 2.	Teaching
_____ 3.	Reassessment
100%	TOTAL

Section D
Evaluation of Task Statements

In this section you will rate the task statements associated with each of the three domains on three dimensions – *Importance, Criticality, and Frequency* – according to the scales below:

Rating Scales

Importance	Criticality*	Frequency
1 – Of little importance	1 - Causing minimal harm	1 – Rarely
2 - Moderately important	2 - Causing moderate harm	2 – Infrequently
3 – Very Important	3 - Causing significant harm	3 – Frequently
4 - Extremely important	4 - Causing extreme harm	4 – Repetitively

**the amount of harm that could be caused by performing the task incompetently*

Circle the number corresponding to the **Importance, Criticality,** and **Frequency** rating for each task statement.

DOMAIN I: ASSESSMENT AND EVALUATION	Importance	Criticality	Frequency
Task 1: Obtain information as it pertains to client’s medical, health history, and current fitness level using questionnaires, interviews, and other available records in order to evaluate the client and to design a safe Pilates program.	1 2 3 4	1 2 3 4	1 2 3 4
Task 2: Identify risk factors and co-morbidities (e.g., medications, surgeries, injuries, systemic illness, physical disabilities, psychological disabilities) by review of information gathered that might preclude or limit participation in a Pilates program without a medical release.	1 2 3 4	1 2 3 4	1 2 3 4
Task 3: Discuss, determine, align, and prioritize goals by evaluating subjective and objective information to facilitate the greatest opportunity for improvement in the client’s program.	1 2 3 4	1 2 3 4	1 2 3 4
Task 4: Identify needs, imbalances, and symmetries as they pertain to client’s posture, movement, balance, and coordination using observation and movement assessment tools to ascertain appropriate Pilates program.	1 2 3 4	1 2 3 4	1 2 3 4
Task 5: Identify information that pertains to the special conditions of a client with a medical release in order to apply appropriate modifications to the program design.	1 2 3 4	1 2 3 4	1 2 3 4

Please list any tasks related to Domain I that you think may have been overlooked.

Rating Scales

Importance	Criticality*	Frequency
1 - Of little importance	1 - Causing minimal harm	1 - Rarely
2 - Moderately important	2 - Causing moderate harm	2 - Infrequently
3 - Very Important	3 - Causing significant harm	3 - Frequently
4 - Extremely important	4 - Causing extreme harm	4 - Repetitively

**the amount of harm that could be caused by performing the task incompetently*

DOMAIN II: TEACHING	Importance	Criticality	Frequency
Task 1: Develop and design a client’s program incorporating Pilates methodologies (e.g., repertoire, philosophy) and information gathered during the assessment to ensure a successful movement experience.	1 2 3 4	1 2 3 4	1 2 3 4
Task 2: Apply knowledge in basic movement science (e.g., functional anatomy, physiology, biomechanics, kinesiology, motor learning) to assessment, design, implementation, progression and modification of Pilates program to optimize Pilates benefits for clients.	1 2 3 4	1 2 3 4	1 2 3 4
Task 3: Use basic teaching skills (e.g., verbal and tactile cueing, imagery, pacing, multitasking, spotting, demonstration) to educate clients in correct movement technique as it pertains to the Pilates method.	1 2 3 4	1 2 3 4	1 2 3 4
Task 4: Employ comprehensive Pilates syllabus and philosophy in the clients’ program to provide a healthy and safe movement experience in the Pilates environment (i.e., Reformer, Trapeze Table, Chairs, Barrels, Ped-O-Pull, Mat, Magic Circle, Tower, Foot Corrector, Toe Corrector, Finger Corrector, Pin Wheel, Head Harness, Weighted Shoe, Bean Bag).	1 2 3 4	1 2 3 4	1 2 3 4

Please list any tasks related to Domain II that you think may have been overlooked.

Rating Scales

Importance	Criticality*	Frequency
1 - Of little importance	1 - Causing minimal harm	1 - Rarely
2 - Moderately important	2 - Causing moderate harm	2 - Infrequently
3 - Very Important	3 - Causing significant harm	3 - Frequently
4 - Extremely important	4 - Causing extreme harm	4 - Repetitively

**the amount of harm that could be caused by performing the task incompetently*

DOMAIN III: REASSESSMENT	Importance	Criticality	Frequency
Task 1: Monitor and record the client's progress using subjective and objective measures (e.g., chart, notes) to maintain awareness and documentation of client's current status and to assure program matches client's challenge point.	1 2 3 4	1 2 3 4	1 2 3 4
Task 2: Assess client's current status by gathering subjective and objective information (e.g., mobility, posture, menstruation, faint, cold sweats, chest pain, change of activity, sleep deprivation) and modify workout to accommodate any special circumstances to ensure a safe and effective movement experience or refer client to their physician or emergency services if situation warrants intervention beyond the teacher's scope of practice.	1 2 3 4	1 2 3 4	1 2 3 4
Task 3: Re-assess and re-align short and long term Pilates program goals and content, using observation and discussion to match program with client's challenge point.	1 2 3 4	1 2 3 4	1 2 3 4
Task 4: Identify habits or movement patterns that negatively impact function using observation and communication in order to redirect Pilates program with the goal of increasing awareness of healthy movement patterns.	1 2 3 4	1 2 3 4	1 2 3 4
Task 5: Evaluate and adjust client's workout environment (e.g., light source, noise level, private vs. class format, home programs) for client's optimal learning experience.	1 2 3 4	1 2 3 4	1 2 3 4
Task 6: Re-assess client's status following a hiatus from program (e.g., illness, accident, trauma and general de-conditioning) using assessment tools for both subjective and objective measures and conduct new intake, medical release, history, and evaluation as appropriate to re-establish goals and to design Pilates program for a safe and effective movement experience.	1 2 3 4	1 2 3 4	1 2 3 4

Task 7: Re-assess client's status and progress using subjective and objective measures to redirect client towards a different learning style (e.g., group classes, private instruction, home programs) in order to foster client responsibility for personal progress and to improve the learning experience.	1 2 3 4	1 2 3 4	1 2 3 4
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Please list any tasks related to Domain III that you think may have been overlooked.

THIS CONCLUDES THE ROLE DELINEATION SURVEY.

THANK YOU FOR YOUR VALUABLE INPUT.

PLEASE COMPLETE THIS SURVEY BY 30 NOVEMBER, 2004.

Appendix C: Other ethnic backgrounds listed

- 1 AFRO CARIBBEAN
- 2 NATIVE HAWAIIAN
- 3 BRITISH
- 4 ETHNICITY
- 5 ITALIAN-AMERICAN
- 6 ISRAEL
- 7 NATIVE AMERICAN
- 8 ARAB-AMERICAN
- 9 BRAZILLIAN

Appendix D: Other primary practice settings

- 1 PILATES STUDIO
- 2 HOME
- 3 CHIROPRACTOR'S OFFICE
- 4 PHYSICAL THERAPIST
- 5 PRIVATES & SEMI-PRIVATES
- 6 COLLEGE
- 7 DANCETEACHER
- 8 PILATES & YOGA STUDIO
- 9 PHYSICAL THERAPY CLINIC
- 10 SMALL PILATES STUDIO (NOT MY OWN)
- 11 PART TIME IN GROUP STUDIO PART TIME MAT CLASSES
- 12 SMALL YOGA STUDIO
- 13 STUDIO INSIDE OF A GYM
- 14 PILATES STUDIO
- 15 LARGE STUDIO INSIDE DANCE SCHOOL
- 16 PHYSICAL THERAPY STUDIO
- 17 YOGA STUDIO
- 18 PHYSICAL THERAPY CLINIC AND ASSOCIATED STUDIO
- 19 REHABILITATION
- 20 PILATES STUDIOS
- 21 PHYSICAL THERAPY OUTPATIENT FACILITY
- 22 PILATES STUDIO
- 23 CORPORATION
- 24 WOMEN'S SPA
- 25 AT A PILATES STUDIO
- 26 PT CLINIC
- 27 STUDIO-PRIVATES & DUETS
- 28 DAY SPA
- 29 PILATES STUDIO NOT OWNED BY ME.
- 30 PILATES STUDIO
- 31 PRIMARY
- 32 FULL STUDIO
- 33 SPORT THERAPY PRACTITIONER
- 34 SMALL STUDIO-PRIVATE SEMI-PRIVATE SMALL MAT CLAS
- 35 DANCE INSTITUTE
- 36 MULTI INSTRUCTOR STUDIO--ONLY PILATES
- 37 STUDIO
- 38 RENT SPACE IN 2 STUDIOS
- 39 VARIES PARKS/RECS/STUDIO/FITNESS FACILITIES HOME
- 40 STUDIO IN A GYM

Appendix E: Other secondary practice locations

1	NONE. STUDIO ONLY	37	PILATES TEACHER TRAINER
2	YOGA STUDIO	38	ALTERNATIVE HEALTH FACILITY
3	GROUP MAT INSTRUCTION	39	GROUP CLASSES
4	PHYSIOTHERAPIST OFFICE	40	NONE
5	DANCE STUDIO	41	NONE
6	NONE	42	BALLET STUDIO
7	DANCE STUDIO	43	CHIROPRACTIC/REFORMER STUDIO
8	GROUPMAT CLASSES AT BEND ATHLETIC CLUB	44	WELLNESS CENTER
9	UNIVERSITY	45	YOGA STUDIO
10	OFFICE BUILDING & HOMES	46	SECONDAR
11	NONE	47	VIACOM CORPORATE OFFICE
12	I SEE CLIENTS IN THEIR HOMES	48	CLIENT HOME
13	PHYSICAL THERAPY CLINIC	49	TEACHER TRAINING WORKSHOPS
14	HIGH SCHOOL	50	CORPORATE SETTING
15	DANCE SCHOOL	51	NONE
16	COMMUNITY CENTRE	52	NONE
17	SAME AS ABOVE	53	ROLFING AND OSTEOPAIC
18	PHYSICAL THERAPY OFFICE	54	YOGA STUDIO
19	HOME SESSIONS	55	HOTEL/RESORT
20	NONE	56	STUDIO OWNER
21	CITY RECREATION DEPARTMENT	57	SAME STUDIO AS #7
22	EQUESTRIAN FACILITIES	58	CORPORATIONS
23	NONE	59	WORKSHOPS/SEMINARS
24	PHYSICAL THERAPY CLINIC	60	NONE
25	CORPORATIONS	61	CORPORATE SETTING
26	PT CLINIC	62	NONE
27	COUNTRY CLUB	63	NONE
28	CERTIFYING STUDIO LBDC	64	NONE
29	COMPANY'S ORGANIZED CLASSES	65	I TEACH TEACHERS
30	DANCE STUDIOS	66	CORPORATE
31	DANCE STUDIO	67	SAME AS ABOVE
32	P T WELLNESS PROGRAM	68	CORPORATE FITNESS
33	DANCE STUDIO	69	GROUP EQUIP CLASSES
34	HOME	70	NO OTHER SETTING
35	SOMEONE ELSE'S STUDIO	71	NONE AT PRESENT
36	POWER PILATES IN AN EQUINOX GYM	72	SEE ABOVE

Appendix F: Other special populations listed

- 1 FIBROMAYALGIA/SCOLIOSIS
- 2 COMPETITIVE ICE SKATER
- 3 WOMEN 35-60
- 4 PARKINSONS
- 5 WOMEN'S HEALTH
- 6 EQUESTRIANS
- 7 OVER-40(MENOPAUSAL) WOMEN
- 8 GENERAL POPULATION
- 9 CANCER PATIENTS
- 10 PRE-POINTE
- 11 TEACHERS IN TRAINING
- 12 WOMEN OF MIDDLE 40'S AND 50'S
- 13 GENERAL FITNESS
- 14 SCOLIOSIS
- 15 BLIND & VISUALLY IMPAIRED
- 16 PATIENTS OF A NUTRITION/WEIGHT LOSS SPECIALIST
- 17 BACK ISSUES
- 18 PEOPLE TRYING NEW EXERCISE
- 19 SINGERS
- 20 SPECIALTY
- 21 CANCER PATIENTS
- 22 EQUESTRIANS
- 23 ALL OF ABOVE
- 24 CHRONIC CONDITIONS - MS AND CP
- 25 SCOLIOSIS
- 26 SOME WORKMAN'S COMP
- 27 CANCER PATIENTS
- 28 MID-LIFE MEN AND WOMEN
- 29 REHABILITATION POST-SURGICAL CHRONIC PAIN
- 30 SCOLIOSIS & ARTHRITIS
- 31 ICE SKATERS
- 32 MS FIBROMYALGIA PARKINSONS
- 33 BABY BOOMERS
- 34 EQUESTRIANS

Appendix G: Other successful methods for marketing services

1	REFERRAL	57	CLIENT REFERRALS
2	WORD OF MOUTH	58	WORD OF MOUTH REFERRALS
3	PERSONAL TRAINER REFERRALS	59	WORD OF MOUTH
4	SIGN OUTSIDE	60	CLIENT REFERRALS
5	YELLOW PAGES	61	REFFERALS
6	CLIENTS REFERRALS	62	WORD OF MOUTH
7	CLUB MEMBERS	63	WORD OF MOUTH
8	CLIENT REFERRALS	64	WORD OF MOUTH
9	FRIENDS	65	FRIENDS
10	WORD OF MOUTH	66	WORD OF MOUTH
11	HOSPITAL NEWSLETTER	67	WORD OF MOUTH
12	CLIENT REFERRALS	68	WORD OF MOUTH
13	GENERAL REFERRALS	69	WORD OF MOUTH
14	MAGAZINE ADS	70	WORD OF MOUTH
15	WORD OF MOUTH	71	PERSONAL REFERRALS
16	WORD OF MOUTH	72	WORD OF MOUTH
17	WORD OF MOUTH	73	WORD OF MOUTH
18	NON-SPECIFIC	74	WORD OF MOUTH
19	WORD OF MOUTH	75	FRIENDS TELLING FRIENDS
20	MOUTH TO WORD	76	WORD OF MOUTH
21	WORD OF MOUTH REFERRALS	77	CLIENT REFERRALS
22	WORD OF MOUTH	78	WORD OF MOUTH
23	PERSONAL REFERENCES	79	WORD OF MOUTH
24	ALL OF MY WORK COMES FROM WORD OF MOUTH	80	REC DEPT MAILINGS
25	REFERAL	81	FROM GROUP CLASSES
26	WORD OF MOUTH	82	STUDENTS TALKING TO THEIR FRIENDS
27	WORD OF MOUTH	83	WORD OF MOUTH
28	CLIENT REFERRALS	84	WORD OF MOUTH
29	WORD OF MOUTH	85	SIGN/LOCATION OF STUDIO
30	PATIENTS	86	WORD OF MOUTH
31	YELLOW PAGES	87	IN-HOUSE POSTERS
32	WORD OF MOUTH	88	CURRENT CLIENTS
33	HUSBAND'S WORK	89	WORD OF MOUTH
34	WORD OF MOUTH	90	CLIENT REFERRALS
35	WORD OF MOUTH BY CURRENT CLIENTS	91	CLIENT REFERRALS
36	WORD OF MOUTH	92	CLIENT REFERRALS
37	CLASS SCHEDULES	93	CLIENT REFERRALS
38	REFERRAL FROM CLIENTS	94	WORD OF MOUTH
39	WWW.CRAIGSLIST.ORG	95	WORD-OF-MOUTH/CLIENT REFERRALS
40	WORD OF MOUTH	96	WORD OF MOUTH
41	SCHOOL/CLUB ADVERTISEMENT	97	BEING AT THE STUDIO
42	CLIENT WORD OF MOUTH	98	REFERRALS FROM CLIENTS
43	PMA	99	CLIENT REFERRALS
44	LOCAL MAGAZINE/MOUTHTOMOUTH	100	STUDIO BRANDING
45	WORD OF MOUTH REFERRALS	101	PERSONAL REFERRALS
46	GYM MEMBERS SEE IT	102	PUBLICITY
47	CLIENT REFERRALS	103	WORD OF MOUTH/REFERRAL
48	WORD OF MOUTH	104	CLIENT REFERRALS
49	WORD OF MOUTH	105	WORD OF MOUTH
50	WORD OF MOUTH	106	CLIENT REFERRALS
51	MOST OF THESE N/A TO ME	107	REFERALS
52	REFERRALS FROM CURRENT CLIENTS	108	CLIENT REFERRALS
53	WORD OF MOUTH	109	CLIENT REFERRALS
54	WORD OF MOUTH	110	MEDICAL OFFICE REFERRAL
55	PUBLISHING ARTICLES	111	CLIENT REFERRALS
56	WORD OF MOUTH	112	WORD OF MOUTH

113	DRIVE BY AND WORD OF MOUTH	149	CLIENT REFERRALS
114	POSTING AT THE FITNESS CENTRE	150	WORD OF MOUTH
115	WORD OF MOUTH	151	WORD OF MOUTH
116	WORD OF MOUTH	152	WORD OF MOUTH
117	WORD OF MOUTH	153	WORD OF MOUTH
118	WALK INS	154	CLIENT REFERRALS / WORD OF MOUTH
119	WORD OF MOUTH	155	CLIENT SATISFACTION
120	WORD OF MOUTH	156	CLIENT REFERRALS
121	WORD OF MOUTH	157	CLIENT REFERRALS
122	WORD OF MOUTH	158	WORD OF MOUTH
123	TARGET QUALIFIED CLIENTS	159	CLIENT REFERRALS
124	FREE CONSULTATIONS	160	LOCATION-SIGNAGE
125	CLIENT REFERRAL	161	CLIENT REFFERRAL
126	CLIENT RECOMMENDATIONS	162	WORD OF MOUTH FROM CURRENT CLIENTS
127	RANKING	163	CLIENT REFERRALS
128	GROUP CLASSES	164	CLIENT REFERRALS
129	WORD OF MOUTH	165	WORD OF MOUTH
130	WORD OF MOUTH	166	CLIENT REFERRALS
131	CLIENT REFERRALS	167	CLIENT REFERRALS
132	WORD OF MOUTH	168	WORD OF MOUTH REFERRALS
133	WORD OF MOUTH	169	HEALTH MAGAZINE
134	REFERALS	170	CURRENT STUDENTS
135	WORD OF MOUTH	171	CLIENT REFERRALS
136	CLIENT REFERRALS	172	WALK BY STUDIO
137	CLIENT REFERRALS	173	PRESS
138	WORD OF MOUTH	174	WORD OF MOUTH
139	PHONE BOOK	175	WORD OF MOUTH
140	CLIENT REFERRAL	176	REFERRAL
141	CLIENT REFERRALS	177	LOCATION
142	PHONE BOOK	178	SIGNAGE & CUSTOMER REFERRALS
143	YOGA STUDIO OVERFLOW	179	CLIENT REFERRALS
144	GREAT LOCATION/VISIBILITY	180	FLYERS
145	CLIENT REFERRALS/WORD OF MOUTH	181	RECOMENDATION
146	REFERRALS	182	TELEVISION/CABLE
147	WORD OF MOUTH	183	CHIROPRACTIC OFFICE
148	WORD OF MOUTH	184	WORD OF MOUTH

Appendix H: Professional areas of degrees and certificates

- 1 PHYSICAL EDUCATION
- 2 ELEMENTARY EDUCATION
- 3 DANCE PILATES
- 4 BACHELOR OF ARTS/COMMUNICATIONS; MASTER OF ARTS/JOURNALISM
- 5 PILATES TEACHER; PERSONAL TRAINER. (CURRENTLY A FT STUDENT PURSUING A PHYSICAL THERAPY DEGR)
- 6 BFA MFA DANCE MBA ARTS ADMINISTRATION PILATES CERTIFICATION
- 7 JOURNALISM
- 8 BA IN FRENCH PILATES CERTIFIED FROM PHYSICALMIND ACE CERTIFIED PERSONAL TRAINER
- 9 DANCE NOTATION
- 10 BACHELOR OF ARTS IN ENGLISH / AND PILATES CERTIFICATION
- 11 MUSICAL THEATRE PERFORMANCE & PILATES INSTRUCTION
- 12 BIOLOGY
- 13 B.A. IN THEATER ARTS ACE CERTIFIED PERSONAL TRAINER
- 14 B.S. NURSING GRADE V CECCHETTI TEACHER
- 15 BA THEATRE ARTS K-8 TEACHING CERTIFICATION
- 16 AMERICAN COUNCIL ON EXERCISE/PHYSICALMIND INSTITUTE/ROMANA'S PILATES/EGOSCUE POSTURAL
- 17 ASSOCIATES DEGREE IN FASHION/MERCHANDISING - BACHELOR'S IN PSYCHOLOGY
- 18 MASSAGE AND PILATES
- 19 ADVERTISING & MARKETING
- 20 LIBERAL ARTS
- 21 PILATES / THEATRE
- 22 B.A. AFAA (GROUP AND PERSONAL TRAINER) AEA (AQUATICS) ACENINE(CLINICAL NUTRITION)POLESTAR ED(A
- 23 MASTERS IN JOURNALISM
- 24 MASSAGE THERAPY
- 25 DANCE
- 26 EQUIVALENT OF HEALTH SERVICES ADMINISTRATION AS EJUDICATED BY INDEPENDENT AGENCY FOR INS PUR
- 27 BFA ACTING FITNESS SPECIALIST CERTIFICATE CURRENTLY ENROLLED IN PTA PROGRAM
- 28 CREATIVE ARTS THERAPIES
- 29 DANCE
- 30 REGISTERED NURSE CERTIFIED NURSE MIDWIFE
- 31 N/A
- 32 NURSING
- 33 DANCE LABAN MOVEMENT ANALYSIS
- 34 EARLY CHILDHOOD EDUCATION
- 35 BS IN HOME ECONOMICS AND TEXTILES
- 36 THEATER/DANCE
- 37 PILATES
- 38 B.A.-DANCE&ANATOMY/PHYSIOLOGY M.A.-DANCE PILATES TEACHING CERTIFICATE
- 39 NURSING PSYCHOLOGY PERSONAL TRAINING (NSCA) PILATES GROUP CYCLING
- 40 DANCE BS.; THERAPEUTIC RECREATION MS; AEROBIC ADVANCED PERSONAL TRAINER WAVE AFAA CERTIFICAT
- 41 B.S. IN EDUCATION OF THE DEAF AND VISUALLY IMPAIRED
- 42 B.S. KINESIOLOGY M.S. PHYSICAL THERAPY
- 43 ARTS
- 44 PILATES MAT LEVEL 1 AND 2 PILATES PERSONAL TRAINER
- 45 BAC OF ARTS; PILATES CERT ; CPR CERT ; IDEA MEMBER; PMA MEMBER
- 46 DANCE AND THEATRE
- 47 DANCE PILATES GYROTONIC MASSAGE
- 48 BACHELOR OF ARTS (DEPT. OF THEATER); ACSM CERTIFIED PILATES CERTIFIED
- 49 B.S. IN PHYSICAL EDUCATION
- 50 BFA IN DANCE
- 51 PILATES
- 52 DANCE
- 53 MA DANCE BS PHYSICAL THERAPY PILATES CERTIFICATION FROM POLESTAR NSCA CPT
- 54 DRAMA
- 55 MEDICAL TECHNOLOGIST (MT ASCP); ACE PERSONAL TRAINER AND FITNESS INSTRUCTOR; AEA FITNESS INSTRU
- 56 LEGAL
- 57 GEOGRAPHY
- 58 BA; 2 YRS DANCE THERAPY (NEED TO DO THESIS)
- 59 NUTRITION
- 60 MASTER OF PUBLIC MANAGEMENT AND MASTER OF COMMUNICATION PLANNING AND DESIGN FROM CARNEGIE ME
- 61 B-D AGRICULTURE
- 62 BACHELOR OF SCIENCE - ELEMENTARY EDUCATION

63 REGISTERED CLINICAL EXERCISE PHYSIOLOGIST
 64 AMERICAN COUNCIL OF EXERCISEPOWER PILATESNYC BALLET WORKOUTACTIVE ISOLATED STRETCH TECHNICIA
 65 PHYSICALMIND (PILATES INSTRUCTOR) ACSM (HEALTH AND FITNESS INSTRUCTOR) ACE P[ERSONAL TRAINER
 66 INDUSTRIAL DESIGN; MARTIAL ARTS; PERSONAL FITNESS TRAINING
 67 BA IN EARLY CHILDHOOD MA IN CURRICULUM AND INSTRUCTION PILATES CERTIFICATION
 68 NURSING
 69 MUSIC PERFORMANCE MAJOR COLLEGE DEGREE. PILATES TEACHER MAT AND REFORMER CERTIFICATION INSTR
 70 BUSINESS ADMINISTRATION
 71 FINE ARTS
 72 REGISTERED NURSE
 73 FASHION BUYING AND MERCHANDISING
 74 BUSINESS
 75 MANAGEMENT DANCE
 76 COMMUNICATIONS
 77 BA PSYCHOLOGY GYROTONIC CERTIFIED
 78 BS IN DANCE EDUCATION AND DANCE
 79 BACHELOR OF SCIENCE CERTIFIED NURSING ASSISTANT PILATES CERTIFICATION
 80 DANCE
 81 LIBERAL ARTS/LANGUAGE
 82 HUMAN RELATIONS AND ORGANIZATIONAL BEHAVOR NURSING
 83 FRENCH ENGLISH SECONDARY EDUCATION
 84 B.A. IN WILDERNESS LEADERSHIP PILATES CERT. FROM THE PILATES CENTER IN BOULDER
 85 KINESIOLOGY/ATHLETIC TRAINING (B.S.) AND SPORT AND FITNESS MANAGEMENT (M.A.)
 86 BS PILATES CERT.
 87 MATH DANCE THEATER
 88 LICENSED MASSAGE THERAPIST
 89 BA IN RHETORIC AND COMMUNICATION CERTIFIED PERSONAL TRAINER NSCA PILATES CERTIFICATIONBASI
 90 BACHLORS OF FINE ARTS IN DANCE
 91 BFA IN MODERN DANCE PRE PHYSICAL THERAPY
 92 I WAS A DANCER IN NYC FOR 20 YEARS.
 93 BFA IN DANCE MASTERS OF PHYSICAL THERAPY
 94 AVIATION
 95 NURSE-MIDWIFERY CHILDBIRTH EDUCATOR PERSONAL TRAINER
 96 EXERCISE AND SPORTS SCIENCE WELLNESS MGT-B.S. FITNESS-PILATES MAT/EQUIPMENT SPINNING AQUATIC
 97 PARALEGAL AND PILATES
 98 BS AND A DEGREE ON PHYSICAL THERAPY
 99 MATH AND COMPUTER SCIENCE
 100 B.A. INTERIOR ARCHITECTURE
 101 PILATES
 102 DANCE PILATES
 103 SOCIAL WORK
 104 BFA TEXTILES
 105 BA ENGLISH AND COMMUNICATIONS/ STOTT PILATES CERTIFICATION
 106 CHOREOLOGY (DANCE NOTATION MOVEMENT ANALYSIS)
 107 LANDSCAPE MATERIALS ACE PERSONAL TRAINER FULL APPARATUS/MATWORK PILATES CERTIFICATION
 108 LIBERAL ARTS PLUS PILATES CERTIFICATION
 109 FINE ARTS
 110 PHYSICAL THERAPY
 111 SOCIAL POLICY AND SOCIAL WORK ADMINISTRATION
 112 PERSONAL TRAINING; PILATES
 113 BACHELOR'S OF SCIENCE IN EXERCISE PHYSIOLOGY/SPORTS SCIENCE
 114 EDUCATION...I DO NOT HAVE A BA. I HAVE A BS AND AND MED-- BOTH IN EDUCATION.
 115 COMMUNICATIONS (BA) PILATES MAT CERTIFICATION AND ALL APPARATUS
 116 SOCIOLOGY /ENGLISH(BA) BALLET (T.DIP)
 117 NURSING
 118 GRAPHIC DESIGN YOGA INSTRUCTOR
 119 BA IN ART HISTORY PILATES CERT FROM LONG BEACH DANCE CONDITIONING GYROTONIC CERTS
 120 DANCE
 121 ADULT EDUCATION
 122 DANCE AND FRENCH
 123 FRENCH LANGUAGE AND LITERATURE
 124 HOME ECONOMIC EDUCATION
 125 MASSAGE THERAPIST; STUDIED ENGLISH POLITICAL SCIENCE IN COLLEGE
 126 NURSING

127 EDUCATION
 128 PILATES GROUP/PRIVATE TRAINING CERTIFICATION
 129 PILATES
 130 PHYSICAL THERAPY
 131 PILATES MAT ALLEGRO & STUDIO EQUIPMENT
 132 COMPUTER SCIENCE
 133 PHYSICAL THERAPY
 134 PILATES
 135 B.S. IN EXERCISE SCIENCE PILATES CERTIFICATION PRE/POST NATAL CERTIFICATION
 136 MASTERS IN SOCIAL WORK
 137 I AM COMPLETING MY DEGREE IN INTERDISCIPLINARY STUDIES/ PRE MED
 138 BFA DANCE COMPREHENSIVELY CERTIFIED PILATES INSTRUCTOR
 139 SALES & MARKETING PILATES & GYROTONIC
 140 BS IN SPECIAL EDUCATION ASSO APPLIED SCIENCE- PHYSICAL THERAPIST ASSISTANT CERTICATION IN
 141 INTERNATIONAL RELATIONS
 142 BFA DANCE PERFORMANCE
 143 GRAPHIC DESIGN HTML POWER PILATES 600 HR. COMPREHENSIVE POWER PILATES BEGINNER MAT
 144 MODERN DANCE
 145 HISTORY
 146 BUSINESS/CORPORATE COMMUNICATIONS
 147 DANCE
 148 BACHELOR OF SCIENCE DENTAL HYGIENE
 149 EXERCISE SCIENCE
 150 BA LINGUISTICS AAS MERCHANDISING
 151 PSYCHOLOGY
 152 DANCE
 153 GRAPHIC DESIGN
 154 EXERCISE PHYSIOLOGY
 155 BA
 156 COMPUTER SCIENCE
 157 EXERCISE PHYSIOLOGIST
 158 MARKETING AND FINANCE
 159 THEATRE PROFESSIONAL ACTOR TRAINING PROGRAM
 160 FINANCE
 161 PILATES
 162 BFA (DANCE PERFORMANCE)
 163 DANCE
 164 COMMUNICATION STUDIES (BA) PILATES CERTIFICATION FROM PILATES INC. (ROMANA)
 165 TWO PILATES CERTIFICATIONS TWO MASSAGE CERTIFICATIONS BA IN DANCE
 166 THEATER
 167 MARKETING EDUCATION
 168 LINGUISTICS
 169 PILATES
 170 BACHELOR OF FINE ARTS CERTIFIED PILATES INSTRUCTOR
 171 B.S.HOME ECONOMICS/BUSINESS MANAGEMENT
 172 ENGINEERING
 173 PILATES RESIST-A-BALL
 174 NURSING
 175 THEATRE
 176 EXERCISE SCIENCE PERSONAL TRAINING PILATES
 177 UCLA CERTIFICATED FITNESS INSTRUCTOR ACE
 178 B.A. PHILOSOPHY/MESSAGE THERAPY/ PERSONAL TRAINING/
 179 BIOCHEMISTRY
 180 BA FINE ARTS MA PHYSICAL EDUCATION
 181 DANCE TEACHER AND STUDIO OWNER FOR 25 YEARS...GOOD PRACTICAL EXPERIENCE WHERE IS THIS QUESTI
 182 BUSINESS/LEGAL/MEDICAL ETHICS/HEALTH POLICY (PARALEGAL)
 183 BUSINESS ADMINISTRATION
 184 BUSINESS ADMIN ASSOC. DEGREE; CERTIFIED PILATES INSTRUCTOR
 185 MUSIC PERFORMANCE & STRUCTURAL INTEGRATION
 186 BFA IN MUSICAL THEATER AND PILATES CERTIFICATION
 187 B.A. IN PSYCHOLOGY
 188 SOIL CHEMISTRY
 189 BA IN DANCE AND POLITICAL SCIENCE; PILATES CERTIFICATION THROUGH ROMANA'S PILATES/AUTHENTIC
 190 HOTEL ADMINISTRATION

191 COMPUTER PROGRAMMING TEACHING CERTIFICATIONS FOR PUBLIC SCHOOLS
 192 BACHELOR'S OF SCIENCE IN RECREATIONAL ADMINISTRATION CERTIFICATION IN WEB PAGE DESIGN & CERT
 193 BACHELOR'S DEGREE IN POLITICAL AND SOCIAL THOUGHT. PILATES CERTIFICATION.
 194 BS EXERCISE SCIENCE
 195 BIOLOGICAL ANTHROPOLOGY
 196 BIOCHEMISTRY
 197 BACHELOR OF COMMERCE
 198 BFA IN DANCE
 199 NEUROMUSCULAR THERAPY. ANATOMY YOGA MASSAGE THERAPY
 200 BA IN LITERATURE
 201 KINESIOLOGY
 202 BIOLOGY DANCE
 203 DANCE
 204 LAW
 205 ENGLISH
 206 PSYCHOLOGY
 207 DANCE AND ARTS EDUCATION
 208 M.ED IN TRAINING AND ORGANIZATIONAL DEVELOPMENT
 209 ENGLISH/DANCE
 210 LAW
 211 DANCE
 212 CERTS
 213 TAE KWON DO
 214 BA IN ECONOMICS MFA IN DANCE. CERTIFIED PILATES INSTRUCTOR. CERTIFIED PERSONAL TRAINER.
 215 BIOMECHANICS
 216 LIBERAL ARTS
 217 MUSIC FRENCH
 218 PERSONAL TRAINING GROUP FITNESS INSTRUCTION YOGA GYROTONIC
 219 EDUCATION EXERCISE SCIENCE
 220 BUSINESS
 221 FINE ARTS - DANCE
 222 MARKETING
 223 B.S. IN MARKETING
 224 BFA IN DANCE
 225 KINESIOLOGY DANCE EDUCATION
 226 INTERNATIONAL BUSINESS JAPANESE MASTERS IN HOLISTIC NUTRITION
 227 BIOMEDICAL SCIENCES
 228 MASTER OF DANCE EDUCATION
 229 HEALTH CARE POLICY AND ADMINISTRATION
 230 AEROBICS PERSONAL TRAINING STEP SLIDE CYCLE PILATES MAT PILATES EQUIPMENT
 231 SPORT THERAPY
 232 NATIONALLY CERTIFIED MASSAGE THERAPIST MEDICAL MASSAGE THERAPIST CERTIFIED PILATES INSTRUCTOR
 233 CERTIFIED PILATES INSTRUCTOR
 234 PROFESSIONAL NYC DANCER
 235 ART BIOLOGY TEACHING
 236 FASHION MERCHANDISING
 237 MFA DANCE PILATES CERTIFICATION PRE/POSTNATAL EXERCISE
 238 NUTRITION AND BIOLOGY
 239 DANCE
 240 PSYCHOLOGY
 241 BS EXERCISE SCIENCE DPT (DOCTOR OF PHYSICAL THERAPY)
 242 POLESTAR
 243 BFA IN THEATRE ART AND DANCE 5 PILATES CERTIFICATIONS INCLUDING POST-REHABILITATION AND QUA
 244 EXERCISE PHYSIOLOGY
 245 EXERCISE PHYSIOLOGY PHYS ED AND SPORT
 246 PERFORMING ARTS PHYSICAL THERAPIST ASSISTANT
 247 BUSINESS
 248 PHYSICAL EDUCATION / B.A. FULL PILATES CERTIFICATION
 249 BS IN PHYSICAL EDUCATION AND DANCE GRADUATE STUDIES IN DANCE THERAPY
 250 COMPUTER SCIENCE BUSINESS ACCOUNTING PILATES
 251 PHYSICAL THERAPY
 252 INTERNATIONAL FINANCE
 253 NURSING-RN
 254 AA

255 BACHELOR OF ARTS
 256 DANCE AND CHOREOGRAPHY
 257 DANCE
 258 PILATES MASSAGE/BODYWORK
 259 B.F.A. IN DANCE
 260 BACHELORS IN ACCOUNTING AND PILATES CERTIFICATION
 261 EDUCATION
 262 PHYSICAL THERAPY
 263 DANCE
 264 BUSINESS AND MANAGEMENT/SUPERVISION CONCENTRATING IN MARKETING
 265 BUSINESS ADMINISTRATION INTERNATIONAL BUSINESS MANAGEMENT & MARKETING
 266 EXERCISE PHYSIOLOGY PHYSICAL THERAPY
 267 B.A. HISTORY / MINOR SPANISH
 268 MASTER'S IN CLASSICAL BALLET
 269 BS IN GRAPHIC DESIGN AND PILATES CERTIFICATION THROUGH THE PILATES CENTER BOULDER CO
 270 BUSINESS/FINANCE MANAGEMENT
 271 ADVERTISEMENT YOGA TEACHER PILATES TEACHER.
 272 DANCE STUDIES
 273 BFA DANCE
 274 ECONOMICS/ENTREPRENEURIAL MANAGEMENT
 275 COMPREHENSIVELY CERTIFIED PILATES INSTRUCTOR (CORE DYNAMICS) CERTIFED BALLESTONE INSTRUCTOR
 276 MASTER OF ARTS - COLLEGE OF FINE ARTS/DANCE DEPT.
 277 BACHELOR OF SCIENCE IN BUSINESS CERTIFIED PILATES INSTRUCTOR BY CORE DYNAMICS CERTIFIED GYRO
 278 GRAPHIC DESIGNER
 279 CERTIFIED BY PHYSICALMIND INSTITUTE ASSOCIATE DEGREE IN LIBERAL ARTS
 280 COMPUTER SCIENCE AND PILATES TRAINING
 281 MARKETING
 282 BACHELOR OF SCIENCE IN INTERNATIONAL FINANCE BACHELOR OF SCIENCE IN INTERNATIONAL ECONOMICS
 283 BFA FINE ARTS TEXTILES AND PRINTMAKING CERTIFIED PILATES BY POWER PILATES
 284 EXERCISE PHYSIOLOGY AND MBA IN OPERATIONS
 285 THEARE ARTS DANCE MASSAGE THERAPY PILATES
 286 ENGLISH DANCE
 287 BACHELOR OF ARTS DANCE
 288 BA-ECONOMICS
 289 CONSTRUCTION MANAGEMENT
 290 PILATES YOGA FOOD SERVICE
 291 BS EXERCISE SCIENCE/ NATIONAL LICENSE MASSAGE THERAPIST/STOTT PILATES CERT./ACE PERSONAL TRA
 292 BA IN GOVERNMENT AND POLTICS NASM PERSONAL TRAINER CERTIFICATION POLESTAR PILATES STUDIO CER
 293 EXERCISE SCIENCE AND CARDIAC REHAB -- PSYCHOLOGY
 294 PILATES
 295 CERTIFIED PERSONAL TRAINER I.S.S. A. AND CERTIFIED POLESTAR PILATES INSTRUCTOR
 296 CSI (CONSTRUCTION SPECIFICATIONS INSITUTE) CONSTRUCTION DOCUMENTS TECHNICIAN
 297 DANCE GYROKINESIS PILATES POLARITY THERAPY
 298 PUBLIC RELATIONS
 299 MARTIAL ARTS SELF DEFENSE PILATES
 300 COMPUTER SCIENCE POWER PILATES
 301 PILATES PROFESSIONAL DANCER WORLD REKNOWN
 302 ROMANA'S PILATES
 303 BACHELOR OF BUSINESS ADMINISTRATION PERSONAL TRAINER (ACE CERTIFIED)
 304 DOCTOR OF MEDICINE