

ACE[®] GROUP FITNESS INSTRUCTOR CERTIFICATION EXAM CONTENT OUTLINE

ATTENTION EXAM CANDIDATES!

When preparing for an ACE certification exam, be aware that the material presented in the *ACE Group Fitness Instructor Handbook*, or any other text or educational materials, may become outdated due to the evolving nature of the fitness and healthcare industries, as well as new developments in current and ongoing research. ACE certifications and the exams one must pass to earn these certifications are based on in-depth job analyses and industry-wide validation surveys.

By design, ACE certification exams assess a candidate's ability to analyze multiple case studies that are representative of the work that a certified professional would encounter on a daily, weekly, or monthly basis, and then to apply knowledge of the most current scientifically based professional standards and guidelines to determine the best solution for the scenario presented. *The dynamic nature of this field requires that ACE certification exams be regularly updated to ensure that they reflect the latest industry findings and research. Therefore, the knowledge, skills, and abilities required to pass these exams are not solely represented in this or any other industry text or educational materials.* In addition to learning the material presented on our website, in this handbook, and in associated educational resources, ACE strongly encourages all exam candidates and health and exercise professionals to keep abreast of new developments, guidelines, and standards from a variety of valid industry sources.



For the most up-to-date version of the Exam Content Outline, please go to www.ACEfitness.org/GFlexamcontent and download a free PDF.

EXAM CONTENT OUTLINE

The Exam Content Outline is essentially a blueprint for the exam. As you prepare for the ACE Group Fitness Instructor Certification Exam, it is important to remember that each question on the Exam maps directly to one of the Task Statements in this outline.

TARGET AUDIENCE STATEMENT

The ACE Certified Group Fitness Instructor (GFI) plans and leads group fitness classes to promote physical activity as part of a healthy lifestyle. In addition to possessing knowledge of the human body and exercise science, the GFI motivates individuals by incorporating aspects of behavioral psychology into his or her classes, leads groups of exercisers by using teaching techniques suitable for multiple learning styles, and adapts workouts based on the specific needs of the participants.

The following eligibility requirements have been established for individuals to sit for the ACE Group Fitness Instructor Certification Examination:

- Must be at least 18 years of age
- Must hold a current adult cardiopulmonary resuscitation (CPR) certificate, and if living in the U.S.A. or Canada, a current automated external defibrillator (AED) certificate
- Must have completed high school (or the equivalent)

DOMAINS, TASKS, AND KNOWLEDGE AND SKILL STATEMENTS

A Role Delineation Study, or job analysis, was conducted by the American Council on Exercise and Castle Worldwide, Inc., for the ACE Group Fitness Instructor Certification Program. The first step in this process was completed by a panel of subject-matter experts in the various disciplines within the field of group fitness. The primary goal of the panel was to identify the primary tasks performed by professional GFIs in creating, leading, and adapting inclusive group fitness classes of varied formats to help diverse groups of individuals to improve health and fitness, and to make meaningful health behavior changes for sustained results.

The panel first identified the major responsibilities performed by professional GFIs. These responsibilities are defined as “Tasks,” and it was determined that the responsibilities of the professional GFI could be described in 13 task statements. These tasks were then grouped into three Performance Domains, or major areas of responsibility.

The Performance Domains are listed here with the percentage indicating the portion of the exam devoted to each Domain:

- Domain I: Class Planning and Design – 32%
- Domain II: Group Leadership and Instruction – 49%
- Domain III: Professional Conduct, Safety, and Risk Management – 19%

Each Performance Domain is composed of Tasks, which detail the job-related functions under that particular Domain. Each Task is further divided into Knowledge and Skill Statements that detail the scope of information and understanding required to perform each Task and explain the skills required to apply that understanding in a practical setting.

The Domains, Task Statements, and Knowledge and Skill Statements identified by the panel of subject-matter experts were presented to a large, nationally representative group of current ACE Certified GFIs through an online survey, and the survey results were used to validate the work of the panel and establish test specifications for the Exam. This completed the Role Delineation Study, with the outcome of this study being the ACE Group Fitness Instructor Certification Exam Content Outline detailed here. Please note that while each question on the Exam maps to one of the Tasks in the Exam Content Outline, not all Knowledge and Skill Statements will be addressed on each exam administration, as there are not enough questions on a certification exam to cover every knowledge and skill statement.

DOMAIN I:

CLASS PLANNING AND DESIGN 32%

Task 1

Construct a class outline based on the anticipated target audience and the format and objectives of the class in order to guide the development of the class plan.

Knowledge of:

1. Principles and methods of instructional design
2. Basic group fitness class components (e.g., warm-up, conditioning, cool-down, flexibility)
3. Appropriate exercises for class components (e.g., warm-up, conditioning, cool-down, flexibility)
4. Time management as it relates to the weighting of each component of the class
5. Varied group fitness class formats and objectives (e.g., dance-based, mind-body, indoor cycling, group strength, kickboxing, aqua, boot camp, sports conditioning, senior, pre-/post-natal)
6. Appropriate uses of varied group fitness–related equipment
7. Location and space requirements for varied group fitness class formats and objectives
8. Methods of learning (e.g., visual, verbal, kinesthetic) and their application to group fitness instruction

Skill in:

1. Class planning and instructional design
2. Selecting appropriate exercises for group fitness class components (e.g., warm-up, conditioning, cool-down, flexibility) for varied class formats and objectives (e.g., dance-based, mind-body, indoor cycling, group strength, kickboxing, aqua, boot camp, sports conditioning, senior, pre-/post-natal)
3. Time management as it relates to group fitness class design
4. Establishing appropriate focus (time and effort) for each class component based on group fitness format and objectives
5. Determining appropriate group fitness class formats and design based on expected participant group
6. Selecting appropriate locations for varied group fitness class formats and objectives

Task 2

Select appropriate music, equipment, and apparel taking a variety of factors into consideration (e.g., class format, class objectives, participants) in order to create a safe and effective class.

Knowledge of:

1. Appropriate set-up, preparation and use of various types of group fitness–related equipment (e.g., steps, medicine balls, balance-related tools, cycles, elastic resistance, stability balls, yoga mats)
2. Space requirements for using various types of group fitness–related equipment (e.g., steps, medicine balls, balance-related tools, cycles, elastic resistance, stability balls, yoga mats)
3. Characteristics of music [e.g., beats per minute (bpm), structure, tempos, decibels, lyrics/content] and their relation to group fitness class formats, objectives, and participant groups
4. Appropriate music formats and tempos for varied audiences and group fitness class formats (e.g., step, mind-body, dance-based, indoor cycling)
5. Licensing laws pertaining to music use in fitness settings
6. Audio visual (AV) equipment capabilities and use (e.g., stereo, microphone, lighting)
7. Relationship between exercise intensity and group fitness–related music and equipment
8. Safe selection and use of group fitness–related equipment

9. Characteristics (e.g., breathability, mobility, exercise mode specificity) of fitness-related apparel (e.g., clothing, shoes) and the relation to performance and safety

Skill in:

1. Selecting appropriate group fitness-related equipment as it relates to class format, objectives and physical outcomes
2. Determining space requirement as it relates to equipment use and participation volume in order to provide a safe and enjoyable class experience
3. Selecting appropriate music (e.g., BPM, structure, decibels, lyrics, content) for varied group fitness class participants, formats, and objectives
4. Adhering to laws governing music use in fitness and public settings
5. Musical phrasing and applying movement to music for applicable group fitness class formats
6. Selecting appropriate instructor apparel for performance and professionalism
7. Recommending appropriate apparel for various group fitness class formats to participants

Task 3

Select and sequentially order exercise movements, including appropriate regressions, progressions, and modifications (e.g., postural alignment, form), in order to create safe and effective class experiences for participants.

Knowledge of:

1. Basic components of group fitness classes (e.g., warm-up, conditioning, cool-down, flexibility)
2. Appropriate exercises and movements for the class components of varied group fitness class formats
3. Progressions and regressions for exercises and movements used in various group fitness class formats
4. Exercise modifications that improve effectiveness, safety, and the participant experience
5. Appropriate sequencing of exercises for desired group fitness class formats, objectives, and outcomes
6. Choreography and sequencing principles
7. Health-related components of fitness (e.g., muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition)
8. Skill-related components of fitness (e.g., balance, agility, speed, power, coordination, reaction time)
9. Principles of training (e.g., overload, specificity, SAID, reversibility, progression, metabolic pathway) and their application to varied group fitness class formats and objectives
10. Applied kinesiology, exercise physiology, biomechanics, and anatomy
11. Current and established guidelines for improving and maintaining cardiorespiratory fitness, muscular strength and endurance, and flexibility
12. Safe and effective exercise movements and functional training principles and their appropriate applications

Skill in:

1. Selecting exercises that target desired skill-related components of fitness (balance, agility, speed, power, coordination, reaction time)
2. Selecting exercises that target desired health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition)
3. Selecting exercises that incorporate appropriate principles of training (overload, specificity, SAID, reversibility, progression, metabolic pathway) as they relate to the class format and objectives
4. Selecting and sequencing exercises within the basic components of a class (warm-up, conditioning,

cool-down, flexibility) as it relates to class format and objectives

5. Determining appropriate exercises and sequencing based on class location, space parameters, and the size, skill, and fitness of the expected participant group
6. Designing exercise sequences, choreography, transitions, and flow to meet desired class objectives
7. Incorporating effective exercise progressions, regressions, and modifications into the class plan
8. Build variety into the class plan to meet the skill- and health-related components needs of the class participants

Task 4

Rehearse and refine the class plan in order to create smooth transitions and a positive class experience that will promote adherence.

Knowledge of:

1. Factors that promote adherence in a group fitness setting
2. Music variables that impact the class plan (e.g., BPM, structure, lyrics/content, applicable music licensing laws)
3. Group fitness class modifications that enhance transitions
4. Choreographic methods (e.g., freestyle vs structural), transitions, and sequential exercise movements
5. Teaching styles (e.g., command, practice, reciprocal, self-check, inclusion) appropriate for a group fitness class
6. Teaching strategies (e.g., slow-to-fast, repetition-reduction, spatial, part-to-whole, simple-to-complex)
7. Various communication and learning styles (visual, auditory, and kinesthetic)
8. Methods for manipulating class intensity (e.g., exercise selection, equipment, music, movement speed)
9. Effective dimensional cueing (verbal, nonverbal, kinesthetic)
10. Methods for demonstrating the use of group fitness–related equipment and appropriate purpose
11. Applied kinesiology, biomechanics, and exercise physiology

Skill in:

1. Determining appropriate music (e.g., BPM, structure, decibels, lyrics, content) for group fitness class components based on class format, intended audience, and expected outcomes
2. Phrasing music and applying movement to music where applicable
3. Incorporating appropriate cueing techniques (verbal, nonverbal, kinesthetic) based on class format to achieve desired class outcomes
4. Determining appropriate transitions and sequences for varied class formats and objectives
5. Identifying elements of group fitness class plans that require modifications based on class format and objectives
6. Recognize need for change and adjustment as it related to environmental factors (e.g., space, heat, cold)
7. Evaluating functionality, efficacy, and quality of the class plan
8. Executing class plan

DOMAIN II: GROUP LEADERSHIP AND INSTRUCTION

49%

Task 1

Conduct pre-class assessments of the space, equipment, environment, and participants in order to identify potential hazards and make appropriate adjustments to the class plan to ensure a safe and effective experience for all participants.

Knowledge of:

1. Environmental factors (e.g., cold, heat, humidity, pollution, altitude, acoustics, exercise floor surface, exercise equipment, class setting) that affect class experience and participant safety
2. Potential hazards in a group fitness class setting (e.g., damaged equipment, wet floor, environmental extremes)
3. Guidelines and recommendations for various group fitness formats and settings
4. Techniques, equipment, space, and environmental requirements for safe and effective exercises
5. Factors that affect equipment safety
6. Class set-up principles
7. Specific exercise guidelines, limitations, and needs for varied special populations groups

Skill in:

1. Identifying hazards in a group fitness class setting
2. Analyzing equipment in relation to class design, placement, and spacing
3. Modifying space, equipment, environmental factors, and class design to provide a safe and effective experience for group fitness participants
4. Recognizing the needs and capabilities of participants from different special population groups
5. Modifying class design to meet the needs of class participants with varying levels of fitness, movement skills, and special needs
6. Adapting class components, exercises, and music to provide an inclusive and fun exercise experience for participants of varying cultural backgrounds and demographics (e.g., age, gender)
7. Adapting class content and/or programming based on specific environmental conditions

Task 2

Implement appropriate introduction and closing activities in order to create a welcoming, positive, and engaging environment and to promote class adherence.

Knowledge of:

1. Factors that create a positive experience for class participants
2. Factors that influence adherence
3. Strategies and methods for providing effective customer service
4. Effective group and interpersonal communication techniques that enhance rapport (e.g., active listening, open-ended questioning, acknowledgement, use of empathy and compassion)
5. Methods for effectively gathering information about participant special needs related to physical activity

Skill in:

1. Delivering opening and closing statements that summarize the class and review objectives
2. Providing quality customer service on an individual and group basis
3. Establishing and developing rapport with and among class participants
4. Establishing an atmosphere of trust and enjoyment
5. Fostering a sense of community among class participants
6. Soliciting feedback from participants
7. Implementing follow-up strategies to help build exercise adherence
8. Gathering information from participant about their special needs related to physical activity

Task 3

Instruct participants on proper movements using demonstration and verbal and nonverbal communication in order to improve participant technique and form, reduce risk of injury, improve performance, and enhance class experience.

Knowledge of:

1. Appropriate body alignment and posture (e.g., neutral spine) during proper execution of exercises
2. Appropriate techniques and situations for cueing movements via touch
3. Correct exercise techniques and movement patterns relevant for a variety of group exercise formats and methods
4. Balance (static and dynamic)
5. Positive and inclusive language
6. Strategies for effective verbal cueing and prevention of vocal stress
7. Teaching techniques (e.g., command, practice, reciprocal, self-check, inclusion) appropriate for a group fitness class
8. Teaching strategies (e.g., slow-to-fast, repetition-reduction, spatial, part-to-whole, simple-to-complex) used to facilitate participant learning
9. Effective communication techniques (e.g., verbal, nonverbal)
10. Cueing techniques (e.g., verbal, visual, kinesthetic)
11. Learning styles (e.g., visual, auditory, kinesthetic)
12. Domains and stages of learning (e.g., cognitive, associative, autonomous)
13. Participant-centered teaching strategies
14. Methods for improving flexibility, exercise, movement, and balance to accommodate various fitness levels

Skill in:

1. Applying effective instructional methods for teaching and correcting exercise techniques, balance, and movements
2. Selecting and implementing appropriate teaching strategies (e.g., slow-to-fast, repetition-reduction, spatial, part-to-whole, simple-to-complex) to accommodate participant fitness, skill levels, cultural background, and class modality
3. Leading exercise through mirroring and matching techniques
4. Selecting appropriate communication styles for various group fitness formats, objectives, and participants
5. Teaching and executing exercises with proper form and technique for each movement
6. Cueing exercise movements, modifications, and transitions

7. Using verbal cuing methods that effectively prevent vocal stress
8. Using various teaching styles (e.g., command, practice, reciprocal, self-check, inclusion) in a group fitness class
9. Implementing appropriate exercise regressions and progressions
10. Manipulating various movements, pieces of equipment, types of music, and teaching styles within any class format
11. Accommodating participants in various stages of learning (i.e., cognitive, associative, autonomous)
12. Teaching multiple options for flexibility, exercise, movement, and balance to accommodate various fitness levels
13. Communicating succinctly and with purpose

Task 4

Coach participants using appropriate methods in order to motivate participants, increase participant confidence, create a positive and inclusive environment, reduce risk of injury, and improve performance.

Knowledge of:

1. Factors that create a positive experience for class participants
2. Factors that influence exercise participation and adherence (e.g., personal, environmental, activity)
3. Effective motivational techniques that engage participants with various skills, limitations, preferences, and expectations
4. Effective group and interpersonal communication techniques that enhance rapport (e.g., active listening, open-ended questioning, acknowledgement, use of empathy and compassion)
5. Transtheoretical stages-of-change model (i.e., precontemplation, contemplation, preparation, action, maintenance)
6. Participant-centered teaching strategies
7. Components of effective feedback
8. Types and appropriate use of feedback (e.g., corrective, value, neutral statements)
9. Varied ability and capabilities within each special-population group

Skill in:

1. Building rapport and trust with class participants (e.g., learning participant names, being accessible and approachable, using culturally appropriate nonverbal communication techniques such as eye contact)
2. Fostering a sense of community and camaraderie among class participants
3. Using effective listening techniques (e.g., minimal encouragement, reflecting, summarizing)
4. Selecting appropriate motivational techniques for desired outcomes
5. Accommodating participants in the various stages of learning and readiness to change
6. Interpreting nonverbal communication
7. Applying appropriate feedback based on participant skill, fitness level, and/or cultural background
8. Providing effective feedback to the class to help participants improve exercise form without negatively impacting self-efficacy and/or adherence
9. Communicating effectively with various personality styles

Task 5

Implement ongoing modifications based on identified needs in order to reduce risk of injury and improve performance.

Knowledge of:

1. Physiological responses and adaptations that result from variations in environmental conditions (e.g., heat, humidity, cold, wind, pollution)
2. Physical signs and symptoms of overexertion, fatigue, and dehydration
3. Exercise guidelines for different special population groups (e.g., youth, older adults, pre-/post-natal, diabetes, obesity, and other diseases, disorders, and disabilities)
4. Training variables that improve performance
5. The relationships of variety, progression, and regression to the prevention of injuries and boredom
6. Factors that increase and reduce injury risk in a group exercise class
7. Strategies for identifying participant needs for specific programming to improve cardiorespiratory fitness, kinesthetic awareness, balance, functional movement, posture, muscular endurance, strength, and flexibility
8. Effective teaching and communication methods for correcting exercise techniques, balance, and movement
9. Methods for manipulating class intensity (e.g., exercise selection, equipment, music, movement speed)
10. Criteria requiring immediate termination of exercise participation

Skill in:

1. Monitoring intensity levels of varied groups of participants in group fitness classes
2. Identifying participants in need of exercise modifications to prevent risk of injury
3. Recognizing the need for progression, regression, and modification of exercise variables to facilitate improved performance and/or reduce the risk of injury
4. Modifying exercise variables (e.g., exercise selection, intensity, duration, recovery) to improve participant performance, adherence, and self-efficacy
5. Regressing and modifying exercises to reduce risk of injury
6. Adapting fitness- and skill-related components of exercise classes to accommodate various fitness levels of participants
7. Adapting class components, exercises, and sequencing based on environmental conditions that require exercise program modification
8. Identifying signs and symptoms of overexertion, overexposure, dehydration, and the need to end exercise sessions for individuals and groups
9. Recognizing health issues that require exercise modifications in order for individuals with special needs to safely participate in group exercise classes of varying formats
10. Integrating and modifying programs to meet the needs of participants classified in special-population groups
11. Accommodating participants in the various stages of learning
12. Incorporating various teaching methods (e.g., command, practice, reciprocal, self-check, inclusion) appropriate for a group fitness class
13. Manipulating various exercises, pieces of equipment, types of music, and teaching styles within any class format
14. Observing and interpreting nonverbal communication

Task 6

Educate participants on general health and fitness principles, including the benefits of basic movements, in order to improve performance, reduce risk of injury, and increase participant self-efficacy.

Knowledge of:

1. Methods and reasons for monitoring exercise intensity [e.g., heart rate, talk test, ratings of perceived exertion (RPE), dyspnea scale], and their use, precautions, and limitations
2. Applications and limitations in the calculations of target heart rate: percent of heart-rate reserve, age-predicted maximal heart rate, and measured maximal heart rate
3. Health-related components of fitness (e.g., muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition)
4. Skill-related components of fitness (e.g., balance, agility, speed, power, coordination, reaction time)
5. Teaching styles (e.g., command, practice, reciprocal, self-check, inclusion) appropriate for a group fitness class
6. Teaching strategies (e.g., slow-to-fast, repetition-reduction, spatial, part-to-whole, simple-to-complex)
7. Various communication and learning styles (visual, auditory, kinesthetic)
8. Effective dimensional cueing (verbal, nonverbal, kinesthetic)
9. Methods for demonstrating the use of group fitness–related equipment and appropriate purpose
10. Effects of acute and regular exercise on health and fitness parameters, and modifiable risk factors
11. General medical conditions and common physical disabilities of special populations
12. Methods used to accommodate various fitness levels
13. Educational techniques for disseminating information
14. Scope of practice

Skill in:

1. Determining pertinent information to disseminate to class participants based on level of interest and information complexity
2. Identifying appropriate healthcare and allied health professionals for referral
3. Teaching groups and individuals about exercise science–related topics
4. Teaching class participants techniques for self-monitoring exercise intensity (e.g., talk test, heart rate, RPE, dyspnea scale)
5. Providing effective feedback to the class to help participants improve exercise form without negatively impacting self-efficacy and/or adherence
6. Modifying teaching styles and methods to meet the needs of class participants
7. Demonstrating proper exercise techniques
8. Cueing (verbal, nonverbal, kinesthetic) proper exercise techniques, intensities, sequences, and transitions

DOMAIN III: PROFESSIONAL CONDUCT, SAFETY, AND RISK MANAGEMENT 19%

Task 1

Review class objectives and evaluate feedback from a variety of sources (e.g., participant feedback, observation, self-assessment) in order to make improvements to future class experiences.

Knowledge of:

1. Effective strategies for evaluating and revising goals and objectives
2. Effective communication, coaching, and teaching strategies
3. Feedback types and methods (e.g., positive, negative, performance, immediate, specific)
4. Strategies for evaluating effectiveness in meeting class objectives in order to identify successes and areas for improvement
5. Strategies and methods for building adherence (e.g., building rapport, being approachable, creating a community)
6. Concepts of variety and progression as they relate to the prevention of injury and boredom
7. Factors that create a positive and compelling experience for participants
8. Components of a class plan (e.g., warm-up, conditioning, cool-down, flexibility)
9. Group fitness class formats and related exercise selection
10. Fair and equal treatment for all participants
11. Methods used to accommodate various fitness levels
12. Characteristics of the well-qualified fitness instructor
13. Strategies to facilitate conflict resolution

Skill in:

1. Interpreting and evaluating achievement of objectives within a class plan
2. Interpreting and evaluating participant progress
3. Collaborating with participants to modify a class plan
4. Gathering feedback from a variety of sources (e.g., participants, observation, supervisors, self)
5. Using appropriate feedback to improve a class plan
6. Determining class variables that require modification
7. Manipulating various exercises (e.g., movement, intensity, sequence), equipment, music, and teaching styles for future class plans
8. Providing an inclusive class environment
9. Addressing and alleviating conflict resolution

Task 2

Maintain and enhance competency by staying current on scientifically based research and best practices using credible resources (e.g., continuing education, professional organizations, industry journals) in order to provide safe and effective classes.

Knowledge of:

1. Appropriate agencies and organizations that establish and publish scientifically based health and fitness standards and guidelines for the general public and special populations (e.g., USDA, ACOG, ACE, NIH)
2. Available and credible resources for academically sound information
3. Scope of practice for ACE Certified Group Fitness Instructors
4. Available and credible continuing education providers and programs (e.g., conferences, workshops, college/university courses, online courses, home study courses)
5. Appropriate uses of technology and equipment in a group fitness setting
6. Reputable sources for product and service information

Skill in:

1. Identifying credible resources for fitness-related standards, guidelines, research, and continuing education
2. Determining information that is pertinent to the class plan and participants
3. Identifying and applying appropriate uses of technology and equipment in a group fitness setting
4. Determining appropriate action within the GFI's scope of practice

Task 3

Adhere to recognized standards, guidelines, policies, laws, and regulations, including making appropriate referrals when necessary, in order to protect participants, instructors, and other relevant parties and to manage risk and liability.

Knowledge of:

1. Industry guidelines, appropriate laws, and facility procedures relating to safety, risk management, emergencies, and injuries in fitness facilities and/or group exercise classes (indoor and outdoor)
2. Standards, laws, and regulations governing confidentiality
3. Medical conditions that affect a participant's ability to exercise safely in class (e.g., diabetes, hypertension, heart disease, arthritis, osteoporosis)
4. Physiological responses to and recommendations for exercising in various environmental conditions (e.g., heat, cold, humidity, altitude, pollution)
5. Basic procedures for injury management and emergency response within the GFI's scope of practice (e.g., CPR, AED, basic first aid, RICE)
6. Procedures for documenting accidents, injuries, and incident reports, while safeguarding participant confidentiality
7. Appropriate insurance protections (e.g., professional liability insurance, general liability insurance, workers' compensation insurance, health and disability insurance) for group fitness professionals, participants, and other relevant parties in a variety of settings (e.g., indoors, pool, outdoors)
8. Scope of practice for ACE Certified Group Fitness Instructors
9. American Council on Exercise Professional Practices and Disciplinary Procedures
10. Professional boundaries for maintaining participant confidentiality and instructor privacy
11. Appropriate use of social media (e.g., professional boundaries)
12. Music licensing copyright laws

Skill in:

1. Utilizing various methods for monitoring intensity (e.g., RPE, heart rate, dyspnea) to prevent overexertion in regular class and adverse environmental conditions
2. Identifying signs and symptoms of overexertion and making appropriate modifications
3. Administering basic injury-management procedures, and completing appropriate reports (e.g., incident reports)
4. Safeguarding confidential information
5. Carrying out facility/location emergency management procedures
6. Following industry guidelines to minimize risk for the GFI and class participants (e.g., adequate warm-up and cool-down, recognizing potential hazards, providing proper instruction)
7. Determining appropriate insurance and levels of coverage necessary for the GFI based upon the teaching facility and class logistics
8. Referring participants to more qualified fitness, medical, or health professionals when appropriate
9. Determining appropriate action within the GFI's scope of practice
10. Applying appropriate and professional use of social media, music and trademarks