



# Job Analysis Report

National Pilates Certification Program  
(NPCP)

Pilates Mat Certified (NPCP-PMC)

November 2022

Submitted to:



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# Executive Summary

This report describes the methodology and procedures used to conduct a job analysis and develop the exam specifications for the National Pilates Certification Program (NPCP) Pilates Mat Certified (NPCP-PMC) certification examination.

The three major activities that comprise the job analysis process described in this report are as follows:

1. **Job Analysis Committee Meeting** – A gathering of subject matter experts (SMEs) to discuss and develop a description of the scope of practice
2. **Job Analysis Survey** – A large-scale survey of practitioners not involved with the SME panel to validate the task and knowledge statements developed by the committee
3. **Development of Examination Specifications** – The development of an Examination Content Outline by the committee based on the results of the survey

Several practitioners were assembled by NPCP to serve as subject matter experts (SMEs). The individuals selected represent a wide variety of work-related characteristics such as years of experience, work setting, geographic location, and areas of specialty. This helps in developing a scope of practice that is reflective of the roles and responsibilities of the job role and is relatively free from bias. By analyzing the experiences and expertise of current practitioners, the results from the job analysis become the basis of a validated assessment that reflects the competencies required for competent job performance.

The job analysis process utilized in this study yields exam specifications that accurately reflect the scope of practice, allowing for the development of fair, accurate, and realistic assessments of candidates' readiness for certification. The resultant Examination Content Outline (Appendix E) indicates a 75-item examination with content distribution requirements at the competency area (content domain) level as well as topic (content subdomain) level. The four competency areas are:

1. Client Assessment
2. Repertoire Knowledge and Program Design
3. Technical Expertise
4. Business Management and Professionalism

# Introduction

This report describes the methodology and procedures used to conduct a job analysis and develop the exam specifications for the NPCP Pilates Mat Certified certification examination.

The job analysis was conducted in accordance with principles and practices outlined in the *Standards for Educational and Psychological Testing*<sup>1</sup>, which describe principles and guidelines for all aspects of test development, including content validation.

A job analysis (sometimes referred to as a practice analysis, job task analysis, role delineation study, work analysis, or competency profiling) is a scientific inquiry conducted to identify the tasks and work activities conducted, the context in which those tasks and activities are carried out, and the competencies (knowledge areas, skills, and abilities) required to perform a job role successfully<sup>2</sup>. Different methods can be used which may differ in the levels of specificity in analyzing and describing different work elements, with the choice of method largely dependent on the intended purpose and use of the results. The methodology of the current analysis was tailored to the creation of exam specifications for test development.

When completed, the job analysis process utilized in this study yields exam specifications that accurately reflect the scope of practice, allowing for the development of fair, accurate, and realistic assessments of candidates' readiness for certification. The job analysis is typically performed every 5 to 7 years so that the content outline represents the current scope of practice. Because it serves as the primary basis for content validity evidence, as required by the aforementioned standards, the job analysis is a primary mechanism by which a certifying body or regulatory board can ensure the accuracy and defensibility of an exam. It serves as the foundation of the certification exam and is critical to the success of the entire exam development process. All necessary documentation verifying that the validation process has been implemented in accordance with professional standards is included in this report.

This report is divided into the major activities of the job analysis process, which are:

1. **Job Analysis Committee Meeting** – A gathering of subject matter experts (SMEs) to discuss and develop a description of the scope of practice
2. **Job Analysis Survey** – A large-scale survey to practitioners not involved with the SME panel to validate the task and knowledge statements developed by the committee
3. **Development of Examination Specifications** – The development of an Examination Content Outline by the committee based on the results of the survey

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<sup>1</sup> American Educational Research Association, American Psychological Association, National Council on Measurement in Education (2014). *Standards for Educational and Psychological Testing*. Washington, DC: AERA.

<sup>2</sup> Sackett, P.R., Walmsley, P.T., Laczko, R.M. (2012). *Job and work analysis: Industrial and Organizational Psychology*. In N. Schmitt, S. Highhouse (Eds.), *Comprehensive Handbook of Psychology*, Volume 12. New York, NY: John Wiley and Sons.

# Job Analysis Committee Meeting

NPCP selected 11 subject matter experts (SMEs) to represent a wide variety of work-related characteristics such as years of experience, work setting, geographic location, and areas of specialty to develop a scope of practice that is reflective of the roles and responsibilities of the job and is relatively free from bias. See Appendix A for a complete list of the SMEs and their qualifications.

Prior to the job analysis committee meeting, all SMEs submitted detailed information about the job role to provide background information, the history of the credential, and the anticipated future of the job role. This information was collected between June 24, 2022 and July 22, 2022.

PSI Services LLC (PSI) conducted a job analysis committee meeting on July 30, 2022 with SMEs to discuss the scope of practice and develop a list of tasks and knowledge areas that reflect the job role. PSI led the SMEs in refining task and knowledge statements and organizing them into a domain and subdomain structure. See Appendix B for the presentation used to orient the job analysis committee at the beginning of the meeting.

The job analysis committee reviewed the initial 36 tasks (see ratings below in Table 2) and then consolidated the tasks into 27 task statements, as follows:

## Intake related tasks

- 1 Observe and assess clients' abilities, needs, and physical conditions, and develop suitable Pilates Mat programs to match program with client's skill level
- 2 Appropriately solicit and gather information regarding client's health and exercise history including need for medical release that may impact practice

## Program design related tasks

- 3 Demonstrate working knowledge of the history and principles of Joseph Pilates and purpose of original Mat Pilates as articulated in Return to Life
- 4 Develop Pilates Mat programming to accommodate full range of client experience and abilities, and full range of session contexts (e.g., gyms, community centers, schools, etc.)
- 5 Incorporate full range of exercises into Pilates Mat practice as appropriate for client/class
- 6 Apply and understanding of relevant movement sciences (e.g., anatomy and biomechanics) to Mat Pilates teaching
- 7 Design and implement safe, appropriate, and effective Pilates Mat programs, including monitoring and modifying client/class program goals using objective and subjective information (e.g., body position, range of motion, form, repetitions, etc.)
- 8 Safely incorporate Pilates Mat props (e.g., Resistance Band, Magic Circles/Pilates Ring, balls, hand weights, etc.)

## Teaching related tasks

- 9 Create an inclusive, welcoming, and supportive class environment
- 10 Incorporate and instruct clients on Pilates specific breathing techniques
- 11 Adapt Pilates Mat programs to accommodate changes in client's individual circumstances (e.g., changes in function, readiness to progress, etc.)
- 12 Effectively cue client-specific modifications in real time factoring in client ability, injury risk etc.

- 13 Effectively and appropriately use verbal and tactile correction techniques during class instruction
- 14 Use variable vocal dynamics (e.g., speed, tempo, volume etc.) while instructing to reflect and support the quality of each exercise
- 15 Develop effective in-class communication style that facilitates "flow"
- 16 Maintain a class/session environment conducive to learning, including effective classroom positioning (e.g., mingle with students vs. leading from front)
- 17 Apply an understanding of relevant movement sciences (e.g., anatomy and biomechanics) to Mat Pilates teaching
- 18 Apply understanding of Pilates Mat principles to activities of daily living

#### **Modification related tasks**

- 19 Offer alternative exercises to accommodate differing levels of experience, fitness, and capacity, applying modifications or progressions to support/challenge the client
- 20 Effectively cue client-specific modifications in real time factoring in client ability, injury risk, etc.

#### **Documentation and Safety related tasks**

- 21 Create and maintain a documentation system of program, progress, and results
- 22 Conduct appropriate and safe setup and cleaning of the studio space including maintenance of Pilates props (e.g., Resistance Bands, Magic Circles/Pilates Ring, hand weights, etc.)
- 23 Identify and respond to client safety issues during class
- 24 Demonstrate knowledge of emergency response to any injury or incident that may occur during class and respond properly

#### **Professionalism / Self Care related tasks**

- 25 Work within the NPCP Pilates Scope of Practice and Code of Ethics
- 26 Recognize/identify areas for improving the effectiveness of one's own teaching
- 27 Maintain an ongoing personal Pilates practice

The job analysis committee developed 22 knowledge/skill statements across 4 content domains, as follows.

### **1. Client Assessment**

- A. Pilates Mat intake procedures (e.g., health history, exercise readiness questionnaire, liability waiver, etc.)
- B. Objective and subjective assessment techniques
- C. Initial and ongoing assessment of client movement capabilities
- D. Adaptation of exercises and programs based on client assessments

### **2. Repertoire Knowledge and Program Design**

- A. Pilates philosophy and practice (Return to Life by Joseph Pilates)
- B. Pilates history and philosophy (including the fact that Pilates Mat is part of the overall Pilates Method)
- C. Design balanced and effective Pilates Mat programs
- D. Design safe Pilates Mat programs

### **3. Technical Expertise**

- A. Basic and relevant anatomy and biomechanics (e.g., posture, breathing, alignment, movement patterns, etc.)
- B. Implement safe Pilates Mat practices
- C. Apply accommodations as necessary (within scope of practice)

- D. Setup, use, and maintain relevant Pilates Mat props
- E. Setup a class environment conducive to Pilates Mat practice
- F. Execute specific Pilates Mat teaching skills (e.g., cueing, verbal and tactile corrections, spotting, imagery, etc.)
- G. Monitor and adjust Pilates Mat programs based on client needs and goals

**4. Business Management and Professionalism**

- A. Group management and facilitation techniques
- B. Facility hygiene and sanitation protocols
- C. Appropriate client documentation requirements (e.g., document retention, privacy, access, etc.)
- D. The Pilates Scope of Practice
- E. The Pilates Code of Ethics
- F. Engage in effective interpersonal communication with diverse groups and individuals
- G. Create and inclusive, welcoming, and supportive class environment

Following the creation of the task and knowledge lists, the committee members were tasked with identifying linkages between the task and knowledge statements. This was done to provide evidence that the knowledge areas were indeed required to perform the tasks identified. This was also done to ensure that each task was covered by at least one relevant knowledge area and that each knowledge area had at least one relevant task identified. Table 1 shows a matrix of knowledge-task linkages identified.

**Table 1.**

**Linkages Among Knowledge and Task Statements.**

Exam Content Outline		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
<b>1</b>	<b>Client Assessment</b>																											
1A.	Knowledge of applicable Pilates Mat intake procedures (e.g., health history, exercise readiness questionnaire, liability waiver, etc.)	X	X																			X			X			
1B.	Knowledge of objective and subjective assessment techniques	X	X																									
1C.	Skill to conduct initial and ongoing assessments of client movement capabilities	X	X																				X					
1D.	Skill to adapt exercises and programs based on client assessments	X	X																X	X	X							
<b>2</b>	<b>Repertoire Knowledge &amp; Program Design</b>																											
2A.	Knowledge of Pilates philosophy and practice as found in Return to Life by Joseph H. Pilates			X	X															X								X
2B.	Knowledge of Pilates philosophy and history			X		X																						X
2C.	Skill to design balanced and effective Pilates Mat programs			X	X	X		X									X											
2D.	Skill to design safe Pilates Mat programs						X	X	X									X								X		X
<b>3</b>	<b>Technical Expertise</b>																											
3A.	Knowledge of relevant anatomy and biomechanics					X	X			X								X										X
3B.	Skill to implement safe Pilates Mat practices			X	X	X	X	X	X									X								X		
3C.	Skill to apply accommodations as necessary (within scope of practice)			X	X		X	X	X	X								X	X	X					X			
3D.	Skill to set-up, use, and maintain relevant Pilates Mat props			X		X	X	X															X					
3E.	Skill to set-up a class environment conducive to Pilates Mat practice			X	X	X	X	X	X														X					
3F.	Skill to execute specific Pilates Mat teaching skills (e.g., cueing, verbal adjustments, tactile adjustments, spotting, imagery, etc.)										X	X	X	X	X	X	X				X	X			X		X	X
3G.	Skill to monitor and adjust Pilates Mat programs based on client needs and goals						X				X	X	X	X					X	X	X							
<b>4</b>	<b>Business Management &amp; Professionalism</b>																											
4A.	Skill to engage in effective interpersonal communication with diverse groups and individuals								X		X	X	X		X	X			X	X	X							
4B.	Skill to create an inclusive, welcoming, and supportive class environment								X		X	X	X		X						X							
4C.	Knowledge of group management and facilitation techniques								X	X	X	X	X	X	X	X							X					
4D.	Knowledge of facility hygiene and sanitation protocols								X	X														X	X			
4E.	Knowledge of local client documentation requirements (e.g., document retention, privacy, access, etc.)																						X		X		X	
4F.	Knowledge of the Pilates Scope of Practice																				X	X					X	X
4G.	Knowledge of the Pilates Code of Ethics																					X		X		X	X	



# Job Analysis Survey

PSI developed, administered, and monitored a survey to validate the tasks and knowledge areas developed by the job analysis committee and to help determine content weighting. To this end, the survey collected respondents' ratings of the importance and frequency for each task and knowledge area. The importance and frequency scale were used to evaluate the appropriateness of the inclusion of each knowledge statement and task.

**Importance**                      How important is this knowledge/skill in your role?  
How important is this task?

- 0 - Not Relevant
- 1 - Minimally Important
- 2 - Somewhat Important
- 3 - Moderately Important
- 4 - Very Important
- 5 - Critically Important

**Frequency**                      How frequently do you use this knowledge/skill in your role?  
How frequently is this task performed?

- 0 - Not Relevant
- 1 - Rarely
- 2 - Seldom
- 3 - Occasionally
- 4 - Frequently
- 5 - Very Frequently

Between August 8, 2022 and August 15, 2022, a pilot survey was conducted with members of the job analysis committee and NPCP staff members to ensure that the survey was operating correctly, and any modifications or corrections were made address the pilot survey reviewers' comments. See Appendix C for a copy of the final job analysis survey.

The live survey was sent using online survey software to a list of 5206 individuals that was obtained from NPCP. The list consisted of Pilates Mat practitioners known to NPCP. The number of individuals that responded to the survey (tasks and knowledge statements) was 963 (18%). The survey was opened on August 23, 2022 and closed on September 19, 2022. See Appendix D for the email sent to potential respondents.

Following the close of the survey, the data were analyzed to identify any respondents who did not complete the survey or provided responses lacking any variance (i.e., "straight-lining" or providing the same response to every task or knowledge). Responses from 467 respondents were removed from the data set, yielding a usable number of 496 completed responses.

Table 2 shows the mean ratings provided for frequency and importance of the task statements. Table 3 shows the mean ratings provided for the frequency and importance of the knowledge statements.



**Table 2.*****Frequency and Importance Ratings for Task Statements.***

<b>Task Statements</b>	<b>Importance</b>	<b>Frequency</b>
1 Observe clients' abilities, needs, and physical conditions, and develop suitable Pilates Mat programs	4.54	4.61
2 Offer alternative exercises during classes to accommodate different levels of experience, fitness, and capacity	4.53	4.58
3 Incorporate breathing techniques as part of class instruction as appropriate	4.05	4.32
4 Gather information regarding client's health and exercise history including need for medical release	4.34	4.19
5 Adequately assess client abilities to match program with client's skill level	4.26	4.33
6 Develop, monitor, and modify client/class program goals using objective and subjective information (e.g., body position, range of motion, form, repetitions etc.)	4.28	4.43
7 Design and implement safe, appropriate, and effective Pilates Mat programs	4.55	4.56
8 Create and maintain a documentation system of program, progress, and results	3.24	3.36
9 Adapt Pilates Mat programs to accommodate changes in individual circumstances (e.g., changes in function, readiness to progress, etc.) for clients	4.12	4.16
10 Safely incorporate Pilates Mat props (e.g., TheraBand/ Resistance Band, Magic Circles/Pilates Ring, Pilates ball, hand weights etc.)	3.85	4.18
11 Maintain Pilates Mat props (e.g., TheraBand/ Resistance Band, Magic Circles/Pilates Ring, Pilates ball, hand weights, etc.)	3.74	3.81
12 Work within the NPCP Pilates Scope of Practice and Code of Ethics	4.40	4.50
13 Effectively and appropriately use tactile correction techniques during class instruction	3.97	4.04
14 Effectively and appropriately use verbal correction techniques during class instruction	4.47	4.65
15 Effectively use cueing techniques appropriate to the client group	4.46	4.63
16 Effectively cue client-specific modifications in real time factoring in client ability, injury risk etc.	4.55	4.59
17 Apply modifications or progressions to support / challenge the client	4.40	4.54
18 Use variable vocal dynamics (e.g., speed, tempo, volume etc.) while instructing to reflect and support the quality of each exercise	3.87	4.25
19 Develop effective in-class communication style that facilitates "flow" in the classroom	3.96	4.30

Task Statements		Importance	Frequency
20	Incorporate full-range of exercises into Pilates Mat practice as appropriate for client/class	4.15	4.42
21	Identify and respond to client safety issues during class	4.68	4.17
22	Demonstrate working knowledge of the history and principles of Joe Pilates and purpose of original Mat Pilates as articulated in Return to Life	3.22	3.37
23	Develop Pilates Mat programming to accommodate full range of client experience and abilities	4.23	4.39
24	Maintain a class/session environment conducive to learning	4.30	4.47
25	Develop Pilates Mat programming to accommodate full range of session contexts (e.g., gyms, community centers, schools, etc.)	3.28	3.24
26	Demonstrate appropriate and effective classroom positioning (e.g., mingle with students vs. leading from front)	3.70	3.94
27	Conduct appropriate and safe setup and cleaning of the studio space	4.26	4.48
28	Create an inclusive, welcoming, and supportive class environment	4.52	4.63
29	Apply an understanding of relevant movement sciences (e.g., anatomy and biomechanics) to Mat Pilates teaching	4.21	4.41
30	Apply understanding of Pilates Mat principles to activities of daily living	4.01	4.24
31	Appropriately solicit input from clients about relevant medical concerns that may impact practice	4.36	4.17
32	Respond properly to an injury that occurs during class	4.66	2.94
33	Demonstrate based knowledge of first emergency response to any injury that may occur during class	4.44	2.62
34	Recognize/identify areas for improving the effectiveness of one's own teaching	4.41	4.24
35	Instruct clients on Pilates specific breathing techniques - <b>NEW</b>		
36	Maintain an ongoing personal Pilates practice - <b>NEW</b>		

**Table 3.*****Frequency and Importance Ratings for Knowledge/Skill Statements.***

<b>Knowledge Statements</b>		<b>Importance</b>	<b>Frequency</b>
1	Pilates Mat intake procedures (e.g., health history, exercise readiness questionnaire, liability waiver, etc.)	3.38	4.37
2	Objective and subjective assessment techniques	3.04	4.21
3	Initial and ongoing assessment of client movement capabilities	3.23	4.33
4	Adaptation of exercises and programs based on client assessments	3.64	4.72
5	Pilates philosophy and practice (Return to Life by Joseph Pilates)	2.21	3.29
6	Pilates history and philosophy (including the fact that Pilates Mat is part of the overall Pilates Method)	2.51	3.70
7	Design balanced and effective Pilates Mat programs	3.54	4.67
8	Design safe Pilates Mat programs	3.78	4.82
9	Basic and relevant anatomy and biomechanics (e.g., posture, breathing, alignment, movement patterns, etc.)	3.39	4.54
10	Implement safe Pilates Mat practices	3.66	4.67
11	Apply accommodations as necessary (within scope of practice)	3.56	4.61
12	Setup, use, and maintain relevant Pilates Mat props	2.96	4.24
13	Setup a class environment conducive to Pilates Mat practice	3.01	4.21
14	Execute specific Pilates Mat teaching skills (e.g., cueing, verbal and tactile corrections, spotting, imagery, etc.)	3.61	4.75
15	Monitor and adjust Pilates Mat programs based on client needs and goals	3.57	4.64
16	Group management and facilitation techniques	3.19	4.26
17	Facility hygiene and sanitation protocols	3.44	4.53
18	Appropriate client documentation requirements (e.g., document retention, privacy, access, etc.)	2.85	4.02
19	The Pilates Scope of Practice	3.27	4.42
20	The Pilates Code of Ethics	2.85	3.89
21	Engage in effective interpersonal communication with diverse groups and individuals	3.47	4.45
22	Create and inclusive, welcoming, and supportive class environment	3.39	4.29

The survey included demographic questions regarding professional characteristics relevant to the job role. Table 4 shows a summary of the demographic questions in the survey.

**Table 4.**

*Results of the Demographic Questions in the Job Analysis Survey.*

<b>1. Are you a comprehensively educated Pilates Teacher?</b>	<b><i>n</i></b>	<b>%</b>
Yes	496	100%
No	0	0%

<b>2. Have you completed a Pilates Mat Teacher Training Program</b>	<b><i>n</i></b>	<b>%</b>
Yes	496	100%
No	5	1.70%

<b>3. How many years of experience do you have teaching Pilates?</b>
Mean = 16.34   Standard Deviation = 8.05   Minimum = 0   Maximum = 44

<b>4. Do you work as a Pilates Instructor full time or part time?</b>	<b><i>n</i></b>	<b>%</b>
Full time	281	56.70%
Part time	215	43.30%

<b>5. What is your primary practice setting?</b>	<b><i>n</i></b>	<b>%</b>
Pilates Studio	351	70.80%
Gym	19	3.80%
Clinical facilities	26	5.20%
Community center	4	.80%
Educational institution	13	2.60%
Private sessions in client's home or offices	11	2.20%
Other	72	14.50%

<b>6. What is your secondary practice setting (if applicable)?</b>	<b><i>n</i></b>	<b>%</b>
Pilates Studio	59	11.90%
Gym	40	8.10%
Clinical facilities	32	6.50%
Community center	8	1.60%
Educational institution	27	5.40%
Private sessions in client's home or offices	69	13.90%
Not applicable	171	34.50%
Other	90	18.10%

<b>7. With which of the following special populations do you work as a Pilates teacher? Select all that apply.</b>	<b><i>n</i></b>	<b><i>%</i></b>
<b>Children, Adolescents, Dancers</b>	211	12.50%
<b>Post-Rehabilitation</b>	373	22.00%
<b>Pregnant and Post-partum Women</b>	275	16.20%
<b>Seniors</b>	417	24.60%
<b>Sports/Athletes</b>	295	17.40%
<b>I do not work with any special populations</b>	42	2.50%
<b>Other</b>	81	4.80%

<b>8. Where is your primary workplace located?</b>	<b><i>n</i></b>	<b><i>%</i></b>
Alabama	7	1.41
Argentina	1	0.20
Arizona	17	3.43
Arkansas	1	0.20
Australia	1	0.20
Belgium	1	0.20
Brazil	4	0.81
California	69	13.91
Canada	25	5.04
Colorado	23	4.64
Connecticut	1	0.20
Delaware	2	0.40
District of Columbia	2	0.40
Florida	39	7.86
France	1	0.20
Georgia	7	1.41
Germany	4	0.81
Greece	1	0.20
Hawaii	1	0.20
Hong Kong	1	0.20
Idaho	2	0.40
Illinois	15	3.02
Indiana	4	0.81
Iowa	3	0.60
Israel	2	0.40
Italy	3	0.60
Japan	1	0.20
Kansas	6	1.21
Kentucky	2	0.40
Korea (Republic of)	2	0.40
Louisiana	8	1.61
Maine	5	1.01
Maryland	6	1.21
Massachusetts	14	2.82
Mexico	7	1.41
Michigan	17	3.43
Minnesota	5	1.01
Mississippi	1	0.20
Missouri	4	0.81



<b>8. Where is your primary workplace located?</b>	<b><i>n</i></b>	<b>%</b>
Montana	1	0.20
Nebraska	3	0.60
Nevada	5	1.01
New Jersey	11	2.22
New Mexico	1	0.20
New York	25	5.04
North Carolina	12	2.42
Ohio	11	2.22
Oklahoma	2	0.40
Oregon	6	1.21
Pennsylvania	13	2.62
Rhode Island	3	0.60
Singapore	9	1.81
South Carolina	4	0.81
Spain	9	1.81
Switzerland	2	0.40
Tennessee	5	1.01
Texas	19	3.83
Turkey	2	0.40
United Kingdom	3	0.60
Utah	2	0.40
Vermont	2	0.40
Virginia	7	1.41
Washington	11	2.22
Wisconsin	7	1.41
Wyoming	1	0.20

<b>9. What is the highest level of education that you have completed?</b>	<b><i>n</i></b>	<b>%</b>
<b>High school diploma or equivalent</b>	25	5.00%
<b>Associates Degree</b>	33	6.70%
<b>Bachelor's Degree</b>	212	42.70%
<b>Master's Degree</b>	142	28.60%
<b>Doctoral Degree</b>	39	7.90%
<b>Vocational Training</b>	18	3.60%
<b>Other</b>	27	5.40%

<b>10. To which gender identity do you most identify?</b>	<b><i>n</i></b>	<b>%</b>
<b>Females</b>	461	92.90%
<b>Male</b>	25	5.00%
<b>Non-conforming</b>	1	0.20%
<b>Prefer not to answer</b>	9	1.80%

<b>11. What is your age?</b>	<b><i>n</i></b>	<b>%</b>
<b>20-30</b>	12	2.40%
<b>31-40</b>	58	11.70%
<b>41-50</b>	152	30.60%
<b>51-60</b>	180	36.30%
<b>60+</b>	94	19.00%

<b>12. What is your ethnic background?</b>	<b><i>n</i></b>	<b>%</b>
<b>African</b>	11	2.10%
<b>Asian</b>	23	4.40%
<b>Caucasian/White</b>	420	79.50%
<b>Hispanic</b>	48	8.10%
<b>Native American</b>	5	0.90%
<b>Pacific Islander</b>	3	0.60%
<b>Other</b>	23	4.40%
<b>Multiple</b>		6.50%



# Development of Exam Specifications

The Job Analysis Committee met on October 2, 2022 to review the results of the survey, finalize the tasks and knowledge that would comprise the next Examination Content Outline, and finalize the content weighting for the examination.

The committee reviewed the demographic results and confirmed that the results matched expectations and impressions of the practitioner population, suggesting that the respondent sample is reflective of the target population.

All tasks were retained, and two tasks were added based on write-in prompts from respondents. The two new tasks were:

- Instruct clients on Pilates specific breathing techniques
- Maintain an ongoing personal Pilates practice

All knowledge and task statements were retained and no new knowledge/skill statements were added based on write-in prompts. As noted above, the initial 36 task statements were consolidated into 27 based on committee review.

The committee then reviewed the draft content weighting, discussing any adjustments necessary to align the number of items per content area for adequate content coverage on the assessment. The draft content weighting was developed by calculating the criticality value (mean importance rating multiplied by the mean frequency rating) and then determining a percentage weight based on the relative weight of the criticality value for each content area.

Final content weighting aligned closely with empirical estimates except for Domains 2 and 4. The weighting of Domain 2 was increased to 30% based on SME input. The weighting of Domain 4 was decreased to 20% based on SME input.

See Table 5 for a summary of the content weighting determination. The final Examination Content Outline can be found in Appendix E.

**Table 5.**  
**Content Weighting Determination.**

<b>Knowledge Statements</b>		<b>Criticality</b>	<b>SME Percentage</b>	<b># Items</b>
<b>1</b>	<b>Client Assessment</b>	<b>18.69</b>	<b>20%</b>	<b>15</b>
1A	Knowledge of applicable Pilates Mat intake procedures (e.g., health history, exercise readiness questionnaire, liability waiver, etc.)	4.70	4%	2
1B	Knowledge of objective and subjective assessment techniques	4.07	5%	4
1C	Skill to conduct initial and ongoing assessments of client movement capabilities	4.45	5%	4
1D	Skill to adapt exercises and programs based on client assessments	5.47	6%	5
<b>2</b>	<b>Repertoire Knowledge &amp; Program Design</b>	<b>16.34</b>	<b>30%</b>	<b>23</b>
2A	Knowledge of Pilates philosophy and practice as found in Return to Life by Joseph H. Pilates	2.31	5%	3
2B	Knowledge of Pilates philosophy and history (including the fact that Pilates Mat is part of the overall Pilates Method)	2.96	5%	4
2C	Skill to design balanced and effective Pilates Mat programs	5.27	10%	8
2D	Skill to design safe Pilates Mat programs	5.81	10%	8
<b>3</b>	<b>Technical Expertise</b>	<b>34.33</b>	<b>30%</b>	<b>23</b>
3A	Knowledge of basic and relevant anatomy and biomechanics (e.g., posture, breathing, alignment, movement patterns, etc.)	4.90	5%	4
3B	Skill to implement safe Pilates Mat practices	5.44	4%	3
3C	Skill to apply accommodations as necessary (within scope of practice)	5.22	4%	3
3D	Skill to set-up, use, and maintain relevant Pilates Mat props	4.00	3%	2
3E	Skill to set-up a class environment conducive to Pilates Mat practice	4.04	4%	3
3F	Skill to execute specific Pilates Mat teaching skills (e.g., cueing, verbal adjustments, tactile adjustments, spotting, imagery, etc.)	5.47	5%	4
3G	Skill to monitor and adjust Pilates Mat programs based on client needs and goals	5.27	5%	4
<b>4</b>	<b>Business Management &amp; Professionalism</b>	<b>30.63</b>	<b>20%</b>	<b>14</b>
4A	Skill to engage in effective interpersonal communication with diverse groups and individuals	4.33	3%	2
4B	Skill to create an inclusive, welcoming, and supportive class environment	4.96	3%	1
4C	Knowledge of group management and facilitation techniques	3.64	3%	1
4D	Knowledge of facility hygiene and sanitation protocols	4.61	1%	3
4E	Knowledge of appropriate client documentation requirements (e.g., retention, privacy, access, etc.)	3.53	2%	3
4F	Knowledge of the Pilates Scope of Practice	4.93	4%	2
4G	Knowledge of the Pilates Code of Ethics	4.64	4%	2

# Appendix A

## Subject Matter Experts

### Job Analysis Committee

NAME	RELEVANT CREDENTIALS	YEARS OF EXPERIENCE	EMPLOYER/ AFFILIATION	JOB TITLE	GEOGRAPHIC LOCATION
<b>Allison Kares</b>	ACE Group Fitness Certification, 200 hour RYT, BA in PE, MA in Education	22	Professor/Instructor	Fullerton College and Coretown Pilates	CA
<b>Carol Ann</b>	MS, Kinesiology	30	Owner - two studios and a Comprehensive Teacher training program	Precision Pilates and Authentic Pilates Canada	Nova Scotia, Canada
<b>Cecile Elias</b>	Personal Training, Group Fitness, Yoga, Functional Training	18	Pilates teacher and mentor	Self Employed. Contractor for Progressive Bodyworks Inc. Elevate Mentorship, Moxie Mind and Body Pilates Studio and The Duquesne Club	PA
<b>Clare Dunphy Hemani</b>	BS Physical Education, NCPT	28	Studio Owner	Progressive Bodyworks	MA
<b>David McMahan</b>	Personal Training, Dance	16	Director of Continuing Education	Fletcher Pilates	CA
<b>Hannah Andersen</b>	Personal Training, Dance, MFA, Dance; Somatics; Curriculum Design	14	Assistant Professor of Teaching, Co-Director of Dance, Director of Pilates Mentorship Program	Wayne State University	MI
<b>Joakim Valsinger</b>	Personal Training, Sports Therapist, Military Physical Training Instructor	17	Pilates Teacher, Educator	Own Studio, Educator for Lolita's Legacy	UK

<b>NAME</b>	<b>RELEVANT CREDENTIALS</b>	<b>YEARS OF EXPERIENCE</b>	<b>EMPLOYER/ AFFILIATION</b>	<b>JOB TITLE</b>	<b>GEOGRAPHIC LOCATION</b>
<b>Juliana Stephanie Gleber Netto</b>	Physical Therapy	7	Pilates Instructor	Club Pilates	TX
<b>Maria del Carmen</b>	Tripsichore Yoga	10	Studio owner/ Pilates & yoga instructor	Zolo Pilates	MX
<b>Marissa Lins</b>	Dance, Musician	21	Owner/operator	Marissa Lins Pilates	CO
<b>Stella Hull-Lampkin</b>	Physical Therapy, Personal Training, Dance	25	Operations	BASI	CA

# Appendix B

## Job Analysis Presentation



### Job Analysis

PSI Certification Psychometrics

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### Objectives



Develop a description of the profession

- Define the relevant tasks
- Define the relevant knowledge



Develop all other elements for a survey

- Develop background information questions
- Review rating scales



Establish linkages

- Identify meaningful connections between the task and knowledge lists



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### Job Analysis Process

1. Prepare Draft Materials
2. Conduct Job Analysis Meeting
3. Conduct Pilot Survey
4. Conduct Live Survey
5. Perform Data Analysis
6. Create Exam Specifications
7. Develop Summary Report



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# Introduction



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## Purpose of Credentialing Examinations

- To protect the public from harm caused by incompetent professional practice
- To assess professional competence in terms of the knowledge and skills required to successfully perform the tasks associated with the job role
- To establish and apply a consistent standard that reflects the competency level required of practitioners who meet the eligibility requirements
- To provide a valid and reliable means of identifying those who are competent to practice in the profession



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## What is a Job Analysis?

“ Procedure to identify the content of a job in terms of activities involved and attributes or requirements needed to perform the activities. ”

This is the primary source of content validity for a credentialing assessment

This is the process by which the Examination Specifications are created

A representative list of knowledge and tasks associated with the job is developed

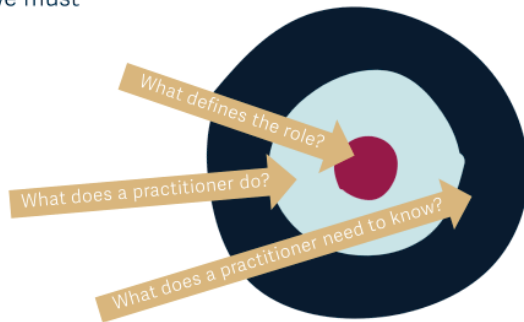


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# Multiple Levels of Analysis

To create a comprehensive and accurate representation of the job role, we must identify:

- Target Population
- Tasks Performed
- Knowledge Required



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## Terminology

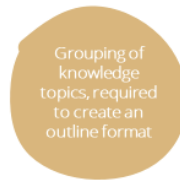
### Tasks



### Knowledge

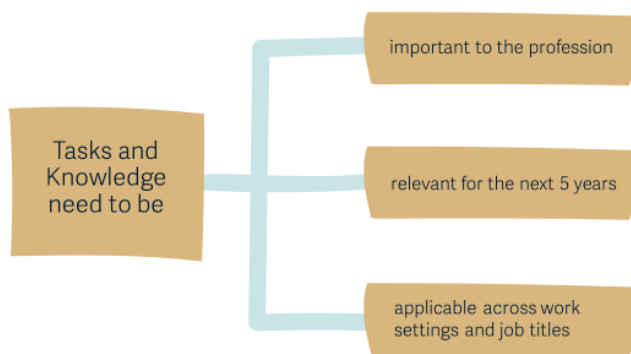


### Content Domains (and subdomains)



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## Requirements for Tasks and Knowledge



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## Rating Scales

Importance

How important is this  
[task / knowledge]  
to the job role?

0 - Not Relevant  
1 - Minimally Important  
2 - Somewhat Important  
3 - Moderately Important  
4 - Very Important  
5 - Critically Important

Frequency

How frequently is this  
[task performed /  
knowledge used]  
in the job role?

0 - Not Relevant  
1 - Rarely  
2 - Seldom  
3 - Occasionally  
4 - Frequently  
5 - Very Frequently



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## Why Are You Here?

### Subject Matter Experts (SMEs)

You are here to provide your content expertise and your professional experience

### Facilitators

We are here to guide you through the process

### Client Representatives

You are here to provide additional background information and the certifying body's perspective



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## Questions?



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# Linkage Process



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## Linkage Analysis

### Knowledge vs. Task

- The list of Knowledge areas is used to delineate what content will be directly assessed by the exam
- Tasks provide additional context for the application of those knowledge and skills

### Purpose of Linkage Analysis

- To establish evidence that the Knowledge areas are applicable to the Tasks
- To determine any potential gaps in either inventory



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## Linkage Matrix

- We will identify connections among tasks and knowledge

The Outcome Looks Something Like This

Each linkage represents that the knowledge is required in order to complete the task

	T1	T2	T3	T4	T5
1A1	X				
1A2		X			
1A3		X		X	
1B1			X		
1B2			X		X
1C1				X	
1C2				X	
2A1	X		X		
2A2		X			
2B1			X	X	
2B2		X			
2B3			X	X	X
2B4		X	X		



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## Linkage Thought Process

Doesn't everything apply to everything?

- Not exactly

	Grilling	Baking
Knife Techniques	X	-

Consider this example:

- I need knowledge of **Knife Techniques** to **Prepare Ingredients For Grilling**
- I don't need knowledge of **Knife Techniques** to **Mix Baking Ingredients**



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## Questions?



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# Appendix C

## Survey Text



### NPCP - Pilates Mat Certification Job Analysis Survey

#### *Welcome*

**The purpose of this survey is to identify tasks and knowledge/skills reflective of those qualified to teach Pilates Mat safely to the public. The results of this survey will help develop the specifications for the NPCP-Pilates Mat Certification Examination.**

**The survey will take approximately 30 minutes to complete. You can complete each part of the survey in separate sittings at the same computer. Please be aware that you must finish a page before clicking on "Next" to save your responses up to that point. There is no limit on the number of times you can use the link to go back to the survey before clicking on "Done" to submit your survey.**

**Your individual responses will be kept confidential and will be combined with those of other respondents. Only staff persons from PSI Services and NPCP will have access to the data collected. Aggregated data from this survey will be published in a report that summarizes the process used to develop the specifications for the Pilates Mat Certification Exam. For more information about PSI's privacy and data protection policy, please click [here](#).**

**The deadline for completion of the survey is September 16th, 2022. If you have any questions regarding the survey, please contact Ray Infante at [rayi@natpcp.org](mailto:rayi@natpcp.org) or 954.420.1835 ext. 208.**

\* Do you agree to take part in this survey?

- Yes  
 No

## NPCP - Pilates Mat Certification Job Analysis Survey

### *Introduction*

#### **Practitioner Definition:**

**Utilizing their education as a Pilates Teacher, a certificant can competently and safely provide appropriate Pilates Mat instruction to clients to support their short/long-term goals while working within the Scope of Practice and Code of Ethics.**

\* Have you completed a Pilates Mat teacher training program?

Yes

No

\* Are you a comprehensively educated Pilates Teacher?

Yes

No

## NPCP - Pilates Mat Certification Job Analysis Survey

### Demographic Questions

\* To which gender identity do you most identify?

- Female  Non-conforming  
 Male  Not listed  
 Transgender Female  Prefer not to answer  
 Transgender Male

\* What is your age?

- 20-30  
 31-40  
 41-50  
 51-60  
 60+

\* What is your ethnic background? Select all that apply:

- African  Hispanic  
 Asian  Native American  
 Caucasian/White  Pacific Islander  
 Other (please specify)

\* How many years of experience do you have teaching Pilates?

\* Do you work as a Pilates instructor on a full-time or part-time basis?

- Full-time  
 Part-time

\* What is your primary practice setting?

- Pilates studio
- Gym
- Clinical facilities
- Other (please specify)
- Community center
- Educational institution
- Private sessions in client's homes or offices

\* What is your secondary practice setting, if applicable?

- Pilates studio
- Gym
- Clinical facilities
- Community center
- Other (please specify)
- Educational institution
- Private sessions in client's homes or offices
- Not applicable

\* With which of the following special populations do you work as a Pilates teacher? Select all that apply.

- Children, Adolescents, Dancers
- Post-rehabilitation
- Pregnant and Post-partum women
- Other (please specify)
- Seniors
- Sports/Athletes
- I do not work with any special populations

\* Where is your primary workplace located?

\* What is the highest level of education that you have completed?

- Some high school
- High school diploma or equivalent
- Associate's Degree
- Bachelor's Degree
- Other (please specify)
- Master's Degree
- Doctoral Degree
- Vocational Training

## NPCP - Pilates Mat Certification Job Analysis Survey

### *Knowledge and Skills*

**Please use the following rating scales to indicate how frequently you use each knowledge/skill area and how important it is to your professional role.**

- **Frequency:** How frequently do you use this knowledge/skill in your role?
- **Importance:** How important is this knowledge/skill to your role?

**Please be sure to respond from the perspective of a Pilates Mat Teacher.**

## NPCP - Pilates Mat Certification Job Analysis Survey

### Knowledge/Skill Ratings

**\* 1. Client Assessment**

	Frequency	Importance
A. Knowledge of applicable Pilates Mat intake procedures (e.g., health history, exercise readiness questionnaire, liability waiver, etc.)	<input type="text"/>	<input type="text"/>
B. Knowledge of objective and subjective assessment techniques	<input type="text"/>	<input type="text"/>
C. Skill to conduct initial and ongoing assessments of client movement capabilities	<input type="text"/>	<input type="text"/>
D. Skill to adapt exercises and programs based on client assessments	<input type="text"/>	<input type="text"/>

\* What critical knowledge/skill areas do you think are missing from this list for Client Assessment (enter "none" if no knowledge/skills are missing)?

**\* 2. Repertoire Knowledge and Program Design**

	Frequency	Importance
A. Knowledge of the complete writings of Joseph H. Pilates	<input type="text"/>	<input type="text"/>
B. Knowledge of Pilates philosophy and history	<input type="text"/>	<input type="text"/>
C. Knowledge of "The Pilates Method of Physical and Mental Conditioning" (by Philip Fredman & Gail Eisin)	<input type="text"/>	<input type="text"/>
D. Skill to implement balanced and effective Pilates Mat program designs	<input type="text"/>	<input type="text"/>
E. Skill to implement safe Pilates Mat program designs	<input type="text"/>	<input type="text"/>

\* What critical knowledge/skill areas do you think are missing from this list for Repertoire Knowledge and Program Design (enter "none" if no knowledge/skills are missing)?



\* 3. Technical Expertise

	Frequency	Importance
A. Knowledge of relevant anatomy and biomechanics	<input type="text"/>	<input type="text"/>
B. Knowledge of relevant Pilates Mat safety protocols	<input type="text"/>	<input type="text"/>
C. Skill to apply accommodations as necessary (within scope of practice)	<input type="text"/>	<input type="text"/>
D. Skill to set-up, use, and maintain relevant Pilates Mat props	<input type="text"/>	<input type="text"/>
E. This is an attention check question...please select 2 for importance and 4 for frequency	<input type="text"/>	<input type="text"/>
F. Skill to set-up a class environment conducive to Pilates Mat practice	<input type="text"/>	<input type="text"/>
G. Skill to execute specific Pilates Mat teaching skills (e.g., cueing, verbal adjustments, tactile adjustments, spotting, imagery, etc.)	<input type="text"/>	<input type="text"/>
H. Skill to monitor and adjust Pilates Mat programs based on client needs and goals	<input type="text"/>	<input type="text"/>

\* What critical knowledge/skill areas do you think are missing from this list for Technical Expertise (enter "none" if no knowledge/skills are missing)?

\* 4. Business Management and Professionalism

	Frequency	Importance
A. Skill to engage in effective interpersonal communication with diverse groups	<input type="text"/>	<input type="text"/>
B. Skill to create an inclusive, welcoming, and supportive class environment	<input type="text"/>	<input type="text"/>
C. Knowledge of group management and facilitation techniques	<input type="text"/>	<input type="text"/>
D. Knowledge of facility hygiene and sanitation protocols	<input type="text"/>	<input type="text"/>
E. Knowledge of appropriate client documentation requirements (e.g., retention, privacy, access, etc.)	<input type="text"/>	<input type="text"/>
F. Knowledge of the Pilates Scope of Practice	<input type="text"/>	<input type="text"/>
G. Knowledge of the Pilates Code of Ethics	<input type="text"/>	<input type="text"/>

\* What critical knowledge/skill areas do you think are missing from this list for Business Management and Professionalism (enter "none" if no knowledge/skills are missing)?

## NPCP - Pilates Mat Certification Job Analysis Survey

### Tasks

Please read through the list of tasks below and use the following rating scales to indicate your responses to each task statement.

- **Frequency - How frequently is this task performed?**
- **Importance - How important is this task?**

**Please be sure to respond from the perspective of a Pilates Mat Teacher.**

\* Tasks 1-10

	Frequency	Importance
1. Observe clients' abilities, needs, and physical conditions, and develop suitable Pilates Mat programs	<input type="text"/>	<input type="text"/>
2. Offer alternative exercises during classes to accommodate different levels of experience, fitness, and capacity	<input type="text"/>	<input type="text"/>
3. Incorporate breathing techniques as part of class instruction as appropriate	<input type="text"/>	<input type="text"/>
4. Gather information regarding client's health and exercise history including need for medical release	<input type="text"/>	<input type="text"/>
5. Adequately assess client abilities to match program with client's skill level	<input type="text"/>	<input type="text"/>
6. Develop, monitor, and modify client/class program goals using objective and subjective information (e.g., body position, range of motion, form, repetitions etc.)	<input type="text"/>	<input type="text"/>
7. Design and implement safe, appropriate, and effective Pilates Mat programs	<input type="text"/>	<input type="text"/>
8. Create and maintain a documentation system of program, progress, and results	<input type="text"/>	<input type="text"/>
9. Adapt Pilates Mat programs to accommodate changes in individual circumstances (e.g., changes in function, readiness to progress, etc.) for clients	<input type="text"/>	<input type="text"/>
10. Safely incorporate Pilates Mat props (e.g., TheraBand/ Resistance Band, Magic Circles/Pilates Ring, Pilates ball, hand weights etc.)	<input type="text"/>	<input type="text"/>

\* Tasks 11 - 20

	Frequency	Importance
11. Maintain Pilates Mat props (e.g., TheraBand/ Resistance Band, Magic Circles/Pilates Ring, Pilates ball, hand weights, etc.)	<input type="text"/>	<input type="text"/>
12. Work within the NPCP Pilates Scope of Practice and Code of Ethics	<input type="text"/>	<input type="text"/>
13. Effectively and appropriately use tactile correction techniques during class instruction	<input type="text"/>	<input type="text"/>
14. Effectively and appropriately use verbal correction techniques during class instruction	<input type="text"/>	<input type="text"/>
15. Effectively use cueing techniques appropriate to the client group	<input type="text"/>	<input type="text"/>
16. Effectively cue client-specific modifications in <u>real time</u> factoring in client ability, injury risk etc.	<input type="text"/>	<input type="text"/>
17. Apply modifications or progressions to support / challenge the client	<input type="text"/>	<input type="text"/>
18. Use variable vocal dynamics (e.g., speed, tempo, volume etc.) while instructing to reflect and support the quality of each exercise	<input type="text"/>	<input type="text"/>
19. Develop effective in-class communication style that facilitates "flow" in the classroom	<input type="text"/>	<input type="text"/>
20. Incorporate full-range of exercises into Pilates Mat practice as appropriate for client/class	<input type="text"/>	<input type="text"/>
21. This is an attention check question...please select 3 for Importance and 2 for Frequency	<input type="text"/>	<input type="text"/>

\* Tasks 21 - 30

	Frequency	Importance
21. Identify and respond to client safety issues during class	<input type="text"/>	<input type="text"/>
22. Demonstrate working knowledge of the history and principles of Joe Pilates and purpose of original Mat Pilates as articulated in <u>Return to Life</u>	<input type="text"/>	<input type="text"/>
23. Develop Pilates Mat programming to accommodate full range of client experience and abilities	<input type="text"/>	<input type="text"/>
24. Maintain a class/session environment conducive to learning	<input type="text"/>	<input type="text"/>
25. Develop Pilates Mat programming to accommodate full range of session contexts (e.g., gyms, community centers, schools, etc.)	<input type="text"/>	<input type="text"/>
26. Demonstrate appropriate and effective classroom positioning (e.g., mingle with students vs. leading from front)	<input type="text"/>	<input type="text"/>
27. Conduct appropriate and safe setup and cleaning of the studio space	<input type="text"/>	<input type="text"/>
28. Create an inclusive, welcoming, and supportive class environment	<input type="text"/>	<input type="text"/>
29. Apply an understanding of relevant movement sciences (e.g., anatomy and biomechanics) to Mat Pilates teaching	<input type="text"/>	<input type="text"/>
30. Apply understanding of Pilates Mat principles to activities of daily living	<input type="text"/>	<input type="text"/>

\* Tasks 31 - 34

	Frequency	Importance
31. Appropriately solicit input from clients about relevant medical concerns that may impact practice	<input type="text"/>	<input type="text"/>
32. Respond properly to an injury that occurs during class	<input type="text"/>	<input type="text"/>
33. Demonstrate based knowledge of first emergency response to any injury that may occur during class	<input type="text"/>	<input type="text"/>
34. Recognize/identify areas for improving the effectiveness of one's own teaching	<input type="text"/>	<input type="text"/>

\* What important tasks do you think are missing from this list (enter "none" if no tasks are missing)?

## NPCP - Pilates Mat Certification Job Analysis Survey

### Domain Weights

\* If you were designing a certification examination for a Certified Pilates Mat Teacher, what percent of the questions would you assign to each of these content areas? *(Please enter whole numbers, without percent symbols, that sum to 100.)*

- |  |   |
|--|---|
| 1. Client Assessment                       | <input style="width: 100%;" type="text"/> |
| 2. Repertoire Knowledge and Program Design | <input style="width: 100%;" type="text"/> |
| 3. Technical Expertise                     | <input style="width: 100%;" type="text"/> |
| 4. Business Management and Professionalism | <input style="width: 100%;" type="text"/> |

Please provide any other recommendations for test content in the space below.

What percentage of your job as a Pilates Mat Instructor is represented by the tasks and knowledge/skills in this survey?

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| <input type="radio"/> 91 - 100% | <input type="radio"/> 41 - 50%      |
| <input type="radio"/> 81 - 90%  | <input type="radio"/> 31 - 40%      |
| <input type="radio"/> 71 - 80%  | <input type="radio"/> 21 - 30%      |
| <input type="radio"/> 61 - 70%  | <input type="radio"/> 10 - 20%      |
| <input type="radio"/> 51 - 60%  | <input type="radio"/> Less than 10% |

Generally, how well do you feel this survey covered the role of a Pilates Mat Instructor?

Poor	Fair	Good	Very Good	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NPCP - Pilates Mat Certification Job Analysis Survey

**Thank you for responding to this important survey!**

**Please be sure to click on Done when completed with this page to submit your responses.**

Please provide any additional comments about the survey here.

# Appendix D

## Survey Invitation Email

DATE:	08/23/2022
FROM:	<a href="mailto:loloa@natpcp.org">loloa@natpcp.org</a> via SurveyMonkey
SUBJECT:	NPCP – Pilates Mat Certification – Job Task Analysis Survey
BODY:	<p>The National Pilates Certification Program (NPCP) is conducting a Job Task Analysis to support the development of a new Pilates Mat Certification. The purpose of this study is to develop a comprehensive understanding of the practice domains and tasks that underlie a Pilates Mat program. Data from the Job Task Analysis will serve as the foundation of the new Pilates Mat Certification Examination.</p> <p>A central part of the Job Task Analysis process is collecting input from Pilates experts (like you) about the tasks, knowledge, and skills that are required to safely teach Pilates Mat. You are receiving this email because you have been identified by NPCP as an expert in your field. You can assist NPCP by completing the Job Task Analysis survey for the new Pilates Mat certification exam. The results of this survey will help develop the Exam Content Outline for the NPCP Pilates Mat exam.</p> <p>Thank you in advance for your assistance in this process.</p> <p>Warm Regards, NPCP</p>

# Appendix E

## Exam Content Outline

<b>1</b>	<b>Client Assessment</b>	<b>15</b>
	<b>Knowledge</b>	
A	Pilates Mat intake procedures (e.g., health history, exercise readiness questionnaire, liability waiver, etc.)	2
B	Objective and subjective assessment techniques	4
	<b>Skills</b>	
C	Initial and ongoing assessment of client movement capabilities	4
D	Adaptation of exercises and programs based on client assessments	5
<b>2</b>	<b>Repertoire Knowledge and Program Design</b>	<b>23</b>
	<b>Knowledge</b>	
A	Pilates philosophy and practice (Return to Life by Joseph Pilates)	3
B	Pilates history and philosophy (including the fact that Pilates Mat is part of the overall Pilates Method)	4
	<b>Skills</b>	
C	Design balanced and effective Pilates Mat programs	8
D	Design safe Pilates Mat programs	8
<b>3</b>	<b>Technical Expertise</b>	<b>23</b>
	<b>Knowledge</b>	
A	Basic and relevant anatomy and biomechanics (e.g., posture, breathing, alignment, movement patterns, etc.)	4
	<b>Skills</b>	
B	Implement safe Pilates Mat practices	3
C	Apply accommodations as necessary (within scope of practice)	3
D	Setup, use, and maintain relevant Pilates Mat props	2
E	Setup a class environment conducive to Pilates Mat practice	3
F	Execute specific Pilates Mat teaching skills (e.g., cueing, verbal and tactile corrections, spotting, imagery, etc.)	4
G	Monitor and adjust Pilates Mat programs based on client needs and goals	4
<b>4</b>	<b>Business Management and Professionalism</b>	<b>14</b>
	<b>Knowledge</b>	
A	Group management and facilitation techniques	2
B	Facility hygiene and sanitation protocols	1
C	Appropriate client documentation requirements (e.g., document retention, privacy, access, etc.)	1
D	The Pilates Scope of Practice	3
E	The Pilates Code of Ethics	3
	<b>Skills</b>	
F	Engage in effective interpersonal communication with diverse groups and individuals	2
G	Create an inclusive, welcoming, and supportive class environment	2



## **Pilates Mat Tasks**

### **Intake related tasks**

1. Observe and assess clients' abilities, needs, and physical conditions, and develop suitable Pilates Mat programs to match program with client's skill level
2. Appropriately solicit and gather information regarding client's health and exercise history including need for medical release that may impact practice

### **Program design related tasks**

3. Demonstrate working knowledge of the history and principles of Joseph Pilates and purpose of original Mat Pilates as articulated in Return to Life
4. Develop Pilates Mat programming to accommodate full range of client experience and abilities, and full range of session contexts (e.g., gyms, community centers, schools, etc.)
5. Incorporate full range of exercises into Pilates Mat practice as appropriate for client/class
6. Apply and understanding of relevant movement sciences (e.g., anatomy and biomechanics) to Mat Pilates teaching
7. Design and implement safe, appropriate, and effective Pilates Mat programs, including monitoring and modifying client/class program goals using objective and subjective information (e.g., body position, range of motion, form, repetitions, etc.)
8. Safely incorporate Pilates Mat props (e.g., Resistance Band, Magic Circles/Pilates Ring, balls, hand weights, etc.)

### **Teaching related tasks**

9. Create an inclusive, welcoming, and supportive class environment
10. Incorporate and instruct clients on Pilates specific breathing techniques
11. Adapt Pilates Mat programs to accommodate changes in client's individual circumstances (e.g., changes in function, readiness to progress, etc.)
12. Effectively cue client-specific modifications in real time factoring in client ability, injury risk etc.
13. Effectively and appropriately use verbal and tactile correction techniques during class instruction
14. Use variable vocal dynamics (e.g., speed, tempo, volume etc.) while instructing to reflect and support the quality of each exercise
15. Develop effective in-class communication style that facilitates "flow"
16. Maintain a class/session environment conducive to learning, including effective classroom positioning (e.g., mingle with students vs. leading from front)
17. Apply an understanding of relevant movement sciences (e.g., anatomy and biomechanics) to Mat Pilates teaching
18. Apply understanding of Pilates Mat principles to activities of daily living

### **Modification related tasks**

19. Offer alternative exercises to accommodate differing levels of experience, fitness, and capacity, applying modifications or progressions to support/challenge the client
20. Effectively cue client-specific modifications in real time factoring in client ability, injury risk, etc.

**Documentation and Safety related tasks**

21. Create and maintain a documentation system of program, progress, and results
22. Conduct appropriate and safe setup and cleaning of the studio space including maintenance of Pilates props (e.g., Resistance Bands, Magic Circles/Pilates Ring, hand weights, etc.)
23. Identify and respond to client safety issues during class
24. Demonstrate knowledge of emergency response to any injury or incident that may occur during class and respond properly

**Professionalism / Self Care related tasks**

25. Work within the NPCP Pilates Scope of Practice and Code of Ethics
26. Recognize/identify areas for improving the effectiveness of one's own teaching
27. Maintain an ongoing personal Pilates practice



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