College of San Mateo
Course Outline

New Course

Update/No change

Course Revision (Minor)

Course Revision (Major)       Date: 1/26/12

Department: KINE Number: 126
Course Title: Pilates Reformer Instructor Training Units: 3.0
Total Semester Hours       Lecture:  32    Lab: 48    Homework: 64    By Arrangement:

Length of Course
☐ Semester-long
☒ Short course (Number of weeks 6-8)
☐ Open entry/Open exit

Grading
☐ Letter
☐ Pass/No Pass
☒ Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):
32/16 = 2 flcs; 48/16x.75 2.25 flcs; total= 4.25 FLC

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)

3. Recommended Preparation (Attach Enrollment Validation Form.)

BIOL 130 or 250; KINE 125; FITN 335

4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

KINE 126 PILATES REFORMER INSTRUCTOR TRAINING (3) Pass/No Pass or letter grade option. Minimum of 32 lecture and 48 lab hours per term. 

Recommended preparation: BIOL 130 or 250; KINE 125, and FITN 335. For students enrolled in the Pilates Instructor Certificate Program (PICP) and for students who would like to deepen their knowledge and skill of the Pilates Reformer exercises. This course includes an introduction to the Pilates Reformer including set up, safety, and maintenance. Students will learn how to practice and teach the beginning, intermediate, and advanced exercises as well as modifications for each exercise. This course includes lectures on class order, programming in a fitness setting, and guidelines for safely teaching special populations. During the lab portion of this course, students will gain practical teaching experience by instructing their classmates. (AA, CSU)
5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

**KINE 126 PILATES REFORMER INSTRUCTOR TRAINING (3)** Pass/No Pass or letter grade option. Minimum of 32 lecture and 48 lab hours per term. 
**Recommended preparation:** BIOL 130 or 250; KINE 125, and FITN 335. For students enrolled in the Pilates Instructor Certificate Program (PICP) and for students who would like to deepen their knowledge and skill of the Pilates Reformer exercises. This course includes an introduction to the Pilates Reformer including set up, safety, and maintenance. Students will learn how to practice and teach the beginning, intermediate, and advanced exercises as well as modifications for each exercise. This course includes lectures on class order, programming in a fitness setting, and guidelines for safely teaching special populations. During the lab portion of this course, students will gain practical teaching experience by instructing their classmates. (AA, CSU)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- Perform proper Reformer equipment set up
- Demonstrate skill and knowledge of the Pilates Reformer Exercises
- Plan a safe and effective Pilates Reformer class

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. For some courses, the course objectives will be the same as the student learning outcomes. In this case, “Same as Student Learning Outcomes” is appropriate here.)

Same as Student Learning Outcomes

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

*Balanced Body Training Schedule* is attached. Course content will be adjusted to accommodate semester scheduling.

- Exercise instruction in the complete Pilates Reformer repertoire
- A comprehensive manual consistent with current national standards
- Cueing, coaching, safety and teaching tips for clients at different levels of ability
- Guidelines for teaching older adults, pre- and post-natal women, and clients with back, knee, neck and shoulder conditions
- Program design for clients at every level including sports specific lessons
- Equipment safety and maintenance

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. If hours by arrangement are required, please indicate the additional instructional activity which will be
provided during these hours, where the activity will take place, and how the activity will be supervised.)

Lectures will be given on the Pilates Movement Principles, Essential Anatomy, a review of the History of Pilates, what makes a teacher, how to structure a class, alignment and cueing techniques, teaching pedagogy and class management, Pilates for special populations and Sports.

Lectures and demonstrations of each Pilates Reformer exercise will be presented. Students will be granted time to practice each exercise, to work in pairs, and to participate in question and answer forums.

Students will also be assessed based on their ability to recognize and recall the names, breathing patterns, and execution of the Pilates Reformer exercises.

Students are required to read the Balanced Body Pilates Instructor Training Manuals: Reformer 1, 2, and 3.

In class, students may be given assignments to identify, analyze, and correct each other’s alignment.

Opportunities may be given to students to teach the entire class in a round robin format where each student gets a chance to teach one exercise. Students may be given assignments to create a Pilates Reformer routine to practice and teach to another student or group of students.

Students will be instructed to design Reformer classes targeting either beginning, intermediate, or advanced level students. Students may also be asked to design a class for a special population i.e. Pilates for older adults, pre- or post-natal women, clients with back, knee, neck and shoulder conditions, or sport specific programming.

10. Representative Methods of Evaluation (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Students’ skill and knowledge of the Pilates Reformer exercises will be partially evaluated based on their participation in class sessions.

Students will be scored on Pilates Reformer exams 1, 2, & 3.

Students will be appraised in their practical teaching assignments by how well they were prepared, the organization of exercise sequencing, and their verbal and physical clarity while demonstrating and teaching the exercises.
11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)


Prepared by: 

(Signature)

Email address: 

Submission Date: 

________________________________________