

College of San Mateo
Official Course Outline

1. **COURSE ID:** KINE 126 **TITLE:** Pilates Reformer Instructor Training
Units: 3.0 units **Hours/Semester:** 32.0-36.0 Lecture hours; 48.0-54.0 Lab hours; and 64.0-72.0 Homework hours
Method of Grading: Grade Option (Letter Grade or P/NP)
Recommended Preparation:
 KINE 300, FITN 335, KINE 125
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU
3. **COURSE DESCRIPTIONS:**
Catalog Description:
 For students working toward a Pilates Certificate. 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 pedagogy, programming, and teaching special populations. During the lab portion of this course, students will gain practical teaching experience.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Perform proper Reformer equipment set up.
 2. Demonstrate skill and knowledge of the Pilates Reformer Exercises.
 3. Plan a safe and effective Pilates Reformer class.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Perform proper Reformer equipment set up.
 2. Demonstrate skill and knowledge of the Pilates Reformer Exercises.
 3. Plan a safe and effective Pilates Reformer class.
6. **COURSE CONTENT:**
Lecture Content:
 - 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**Lab Content:**
 1. Student Teaching
 - A. Practice teaching each individual exercise one-on-one or small groups.
 - B. Teach given Pilates programs to one another from manuals
 - C. Teach student created programs to one another
 - D. Students will evaluate one another's teaching skills
 2. Postural Analysis
 - A. Students will analyze one another's posture
 - B. Students will use analysis to create personalized programs for each other
 3. Practical Examination
 - A. Students will teach a one hour program to another student and be given feedback from the teacher/evaluator
7. **REPRESENTATIVE METHODS OF INSTRUCTION:**
 Typical methods of instruction may include:
 - A. Lecture

- B. Lab
- C. Activity
- D. Critique
- E. Directed Study
- F. Discussion
- G. Experiments
- H. Observation and Demonstration
- I. Other (Specify): 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.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- Program Design
- Written Tests

Reading Assignments:

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

Other Outside Assignments:

- Observation Hours

- Student Teaching Hours

- Personal Practice Sessions

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Group Projects
- F. Homework
- G. Lab Activities
- H. Oral Presentation
- I. Projects
- J. Quizzes
- K. Written examination
- L. 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.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. St. John, N.. *Pilates Instructor Training Manual: Reformer 3*, 2nd ed. Sacramento: Balanced Body University, 2008

- B. St. John, N.. *Pilates Instructor Training Manual: Reformer 1*, 2nd ed. Sacramento: Balanced Body University, 2008
- C. St. John, N.. *Pilates Instructor Training Manual: Reformer 2*, 2nd ed. Sacramento: Balanced Body University, 2008
- D. Anthony Lett. *Stretching on the Pilates Reformer: Essential Cues and Images*, ed. Innovations in Pilates, 2016

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Course Originator: Sarah Artha Negara