



Job Analysis Report

National Pilates Certification Program (NPCP)

Nationally Certified Pilates Teacher (NCPT)

April 2020

Submitted to:



Where people meet potential

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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) Nationally Certified Pilates Teacher (NCPT) 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 the 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 100-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. Critical Observation
2. Teaching
3. Technical Expertise
4. Professionalism

Introduction

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

The job analysis was conducted in accordance with principles and practices outlined in the *Standards for Educational and Psychological Testing*¹, 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 successfully². 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

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

² 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 10 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, three SMEs were interviewed to help provide background information on the job role, the history of the credential, and the anticipated future of the job role. These interviews were conducted between October 17th, 2019 and October 23rd, 2019.

PSI Services (PSI) conducted a job analysis committee meeting on October 26th, 2019 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. The outgoing exam content outline was used as a resource when developing the knowledge and tasks. See Appendix B for the presentation used to orient the job analysis committee at the beginning of the meeting.

The job analysis committee developed 14 task statements, as follows:

1. Obtain applicable client health and exercise history.
2. Determine one's own ability to create a safe and appropriate Pilates program for each individual.
3. Evaluate and establish achievable goals with the client using objective and subjective information.
4. Design safe, appropriate, and effective Pilates exercise programs.
5. Identify the need for a medical release prior to program commencement.
6. Implement and adapt Pilates programs.
7. Utilize appropriate Pilates teaching skills.
8. Create and maintain a documentation system of program, progress, and results.
9. Use objective and subjective measures to ensure that the Pilates program matches the individual's capabilities.
10. Realign short and long-term Pilates program goals and content to accommodate changes in individual circumstances (i.e., progression, injuries, motivation, goals, etc.)
11. Safely use and maintain Pilates equipment.
12. Continue gaining education to enhance related skills and knowledge and to provide the highest quality services to clients.
13. Provide a safe and professional Pilates environment and follow appropriate safety procedures.
14. Comply with the Scope of Practice and Code of Ethics.

The job analysis committee developed 23 knowledge statements across 4 content domains, as follows.

1. Critical Observation
 - A. Intake
 - B. Initial Observation
 - C. Determining Movement Capabilities
 - D. Ongoing Observation
 - E. Outcome Review
2. Teaching
 - A. Comprehensive Pilates Repertoire
 - B. Basic Pilates Philosophy and History
 - C. Program Design (e.g., sequencing, load, tempo, spatial orientation) of a Balanced, Safe, and Effective Pilates Exercise Program
 - D. Program Implementation
 - E. Ongoing Program Development
 - F. Pilates Specific Teaching Skills (e.g., cuing, tactile, spotting, verbal, imagery)
3. Technical Expertise
 - A. Basic Movement Sciences (e.g., anatomy, biomechanics, kinesiology)
 - B. Accommodations for Common Health Conditions and Anatomical Variations
 - C. Equipment Set-up, Use, Maintenance, and Safety
4. Professionalism
 - A. Work Environment Maintenance and Protocol
 - B. Personal Conduct and Presentation
 - C. Self-Care (e.g., hours of teaching, hours between clients, etc.)
 - D. Client Communication
 - E. Professional Boundaries
 - F. Best Business Practices
 - G. Client Documentation (e.g., intake form, waivers, lesson notes, incident reports)
 - H. Continuing Education
 - I. Scope of Practice and Code of Ethics

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.

Tasks														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Critical Observation														
A.	x		x		x									x
B.		x	x		x									x
C.					x								x	x
D.								x	x	x			x	x
E.						x			x	x			x	x
2. Teaching														
A.				x		x	x				x	x	x	x
B.												x	x	x
C.	x	x		x		x	x	x		x	x		x	x
D.		x	x				x		x	x	x		x	x
E.		x	x			x	x	x	x		x	x	x	x
F.						x	x				x	x	x	x
3. Technical Expertise														
A.				x			x		x			x	x	x
B.	x	x	x	x		x	x				x	x	x	x
C.											x		x	x
4. Professionalism														
A.								x			x		x	x
B.											x	x	x	x
C.		x									x	x	x	x
D.	x		x		x			x	x	x			x	x
E.		x			x		x						x	x
F.	x		x	x	x			x			x	x	x	x
G.	x							x			x		x	x
H.		x			x							x	x	x
I.														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 to 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 in your role?
How frequently is this task performed?

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

In November 2019, a pilot survey was conducted with the job analysis committee, the interviewees, 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 4,054 individuals that was obtained from NPCP. The list consisted of certificant holders from NPCP. The number of individuals that responded to the survey (tasks and knowledge statements) was 683 (16.85%). Of these, 286 (7.10%) responses were found to be usable. The survey was opened on January 2nd, 2020 and closed on February 3rd, 2020. See Appendix D for the email sent to potential respondents.

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.***

Task Statements		Frequency	Importance
1	Obtain applicable client health and exercise history.	4.42	4.54
2	Determine one's own ability to create a safe and appropriate Pilates program for each individual.	4.52	4.51
3	Evaluate and establish achievable goals with the client using objective and subjective information.	4.19	4.19
4	Design safe, appropriate, and effective Pilates exercise programs.	4.73	4.68
5	Identify the need for a medical release prior to program commencement.	3.75	4.21
6	Implement and adapt Pilates programs.	4.49	4.35
7	Utilize appropriate Pilates teaching skills.	4.71	4.57
8	Create and maintain a documentation system of program, progress, and results.	3.57	3.61
9	Use objective and subjective measures to ensure that the Pilates program matches the individual's capabilities.	4.21	4.19
10	Realign short and long-term Pilates program goals and content to accommodate changes in individual circumstances (i.e., progression, injuries, motivation, goals, etc.).	4.18	4.25
11	Safely use and maintain Pilates equipment.	4.63	4.71
12	Continue gaining education to enhance related skills and knowledge and to provide the highest quality services to clients.	4.40	4.44
13	Provide a safe and professional Pilates environment and follow appropriate safety procedures.	4.74	4.71
14	Comply with the Scope of Practice and Code of Ethics.	4.44	4.24

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

Knowledge Statements		Frequency	Importance
1	Critical Observation		
1A	Intake	4.25	4.17
1B	Initial Observation	4.46	4.40
1C	Determining Movement Capabilities	4.64	4.59
1D	Ongoing Observation	4.60	4.51
1E	Outcome Review	3.72	3.79
2	Teaching		
2A	Comprehensive Pilates repertoire	4.31	4.02
2B	Basic Pilates philosophy and history	3.84	3.64
2C	Program design (e.g., sequencing, load, tempo, spatial orientation of a balanced, safe, and effective Pilates exercise program)	4.59	4.48
2D	Program implementation	4.21	4.08
2E	Ongoing Program Development	4.21	4.13
2F	Pilates specific teaching skills (e.g., cuing, tactile, spotting, verbal, imagery)	4.75	4.65

Knowledge Statements		Frequency	Importance
3	Technical Expertise		
3A	Basic movement sciences (e.g., anatomy, biomechanics, kinesiology)	4.47	4.38
3B	Accommodations for common health conditions and anatomical variations	4.61	4.65
3C	Equipment set-up, use, maintenance, and safety	4.60	4.66
4	Professionalism		
4A	Work environment maintenance and protocol	4.29	4.24
4B	Personal conduct and presentation	4.58	4.47
4C	Self-care (e.g., hours of teaching, hours between clients, etc.)	3.81	4.12
4D	Client communication	4.51	4.50
4E	Professional boundaries	4.26	4.37
4F	Best business practices	4.06	4.06
4G	Client documentation (e.g., intake form, waivers, lesson notes, incident reports)	4.16	4.22
4H	Continuing education	4.33	4.35
4I	Scope of Practice and Code of Ethics	4.10	4.07

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.

1. Are you a comprehensively educated Pilates Teacher?	<i>n</i>	%
Yes	286	100%
No	0	0%

If yes, are you currently teaching Pilates?	<i>n</i>	%
Yes	281	98.30%
No	5	1.70%

2. How many years of experience do you have teaching Pilates?
Mean = 14.93 Standard Deviation = 7.72 Minimum = 0 Maximum = 40

3. What is your primary practice setting?	<i>n</i>	%
Studio	201	70.30%
Gym	11	3.80%
Clinical facilities	12	4.20%
Community center	2	0.70%
Educational institution	3	1.00%
Private sessions in client's home or offices	3	1.00%
Multiple settings	33	11.50%
Other	13	4.70%
Missing	8	2.80%

4. Where is your primary workplace located?	<i>n</i>	%
Alabama	1	0.35
Alberta	2	0.70
Arizona	10	3.50
British Columbia	2	0.70
California	40	13.99
Colorado	17	5.94
Connecticut	5	1.75
Florida	20	6.99
Georgia	2	0.70
Hawaii	1	0.35
Illinois	12	4.20
Indiana	3	1.05
Iowa	2	0.70
Kansas	1	0.35
Kentucky	1	0.35
Louisiana	3	1.05
Maine	1	0.35
Maryland	2	0.70
Massachusetts	6	2.10
Michigan	4	1.40
Minnesota	6	2.10
Missouri	2	0.70
Nebraska	3	1.05
Nevada	5	1.75
New Hampshire	2	0.70
New Jersey	5	1.75
New York	15	5.24
North Carolina	13	4.55
Ohio	4	1.40
Oklahoma	3	1.05
Ontario	4	1.40
Pennsylvania	10	3.50
Quebec	2	0.70
Rhode Island	3	1.05
South Carolina	1	0.35
Tennessee	2	0.70
Texas	10	3.50
Virginia	5	1.75
Washington	12	4.20
Wisconsin	2	0.70
Somewhere outside of the USA (please specify)	41	14.34
Missing	1	0.30

5. What is the highest level of education that you have completed?	<i>n</i>	%
Some High School	2	0.70%
High School Diploma or GED	27	9.40%
Associate's Degree	31	10.80%
Bachelor's Degree	128	44.80%
Master's Degree	76	26.60%
Doctoral Degree	22	7.70%

Development of Exam Specifications

The Job Analysis Committee met on March 16th, 2020 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.

The committee reviewed each individual task and knowledge area. Decisions to keep or remove a particular area was made by the committee based on a review of the survey data and a group discussion, as appropriate. The committee opted to keep all of the task and knowledge statements.

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.

The committee opted to make slight changes to the content allocations from the values that were recommended from the criticality ratings. These changes were based on committee discussion.

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.

Content Domains		Criticality	Committee Decision	# Items
1	Critical Observation	21.87%	20%	20
2	Teaching	25.39%	30%	30
3	Technical Expertise	14.62%	30%	30
4	Professionalism	38.12%	20%	20

Appendix A

Subject Matter Experts

Job Analysis Committee

NAME	RELEVANT CREDENTIALS	YEARS OF EXPERIENCE	EMPLOYER/AFFILIATION	JOB TITLE	GEOGRAPHIC LOCATION
Elizabeth Larkam	NCPT	35	Balanced Body Master Instructor	Founder, Fasciae in Motion	CA
John Garey	NCPT	22	John Garey TV	Master Pilates Teacher and Program Director	IL
Kyria Sabin Waugaman	NCPT	28	Fletcher Pilates School	Director	AZ
Kathryn Ross-Nash	NCPT / Feldenkrais Guild Certified	40	Kathryn Ross-Nash NY Pilates, LLC	Owner	FL
Suzanne Martin	DPT, NCPT, CLT	33	Total Body Development / Pilates Therapeutics	Sole Practitioner / CEO / Educational Director	GA
Kathleen McDonough	PT, MA, NCPT	36	Kathleen McDonough Physical Therapy	Owner	CA
Rael Isacowitz	MA	40+	Self	Owner/Director	CA
Amy Taylor Alpers	NCPT	30	The Pilates Center	Owner	CO
Cara Reeser	NCPT	25	Pilates Aligned Inc.	Owner	CO

Interviewees

NAME	RELEVANT CREDENTIALS	YEARS OF EXPERIENCE	EMPLOYER/AFFILIATION	JOB TITLE	GEOGRAPHIC LOCATION
Kathryn Ross-Nash	NCPT/Feldenkrais Guild Certified	40	Kathryn Ross-Nash NY Pilates, LLC	Owner	FL
Cara Reeser	NCPT	25	Pilates Aligned Inc.	Owner	CO
Elizabeth Larkam	NCPT	35	Balanced Body Master Instructor	Founder, Fasciae in Motion	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

← You Are Here



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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

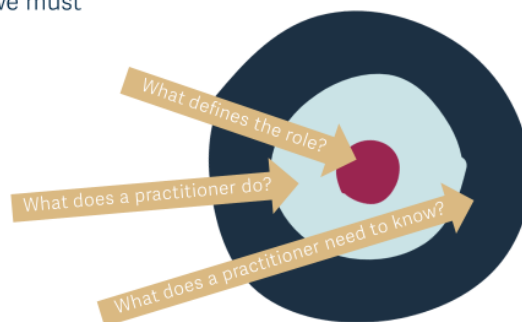


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Multiple Levels of Analysis

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

Specific work activities performed to fulfill job responsibilities

Knowledge

Information needed to fulfill job responsibilities

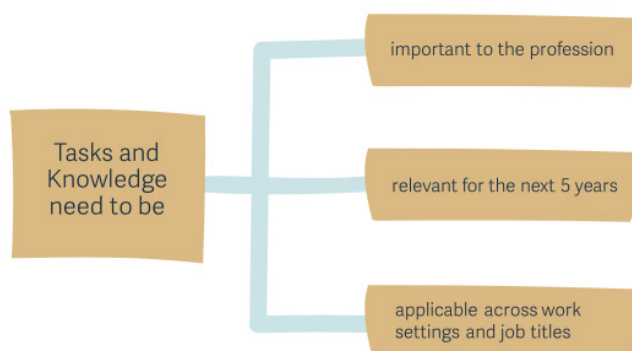
Content Domains (and subdomains)

Grouping of knowledge topics, required to create an outline format



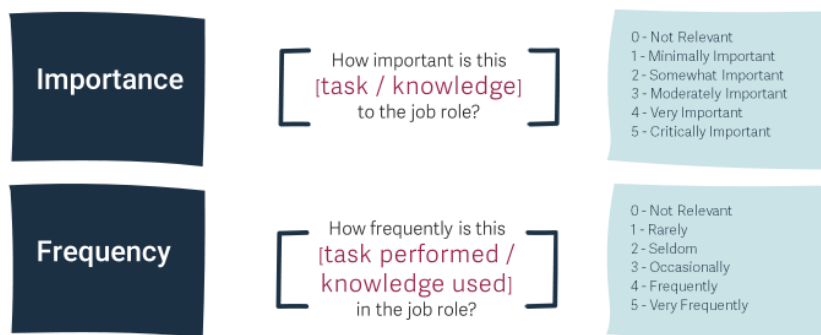
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Requirements for Tasks and Knowledge



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Rating Scales



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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?



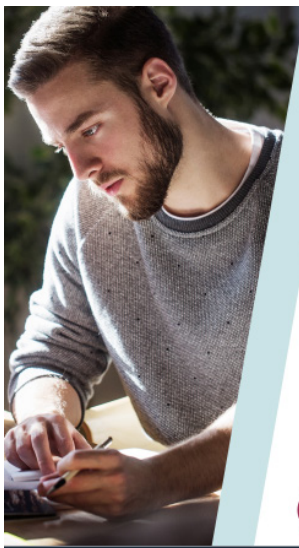
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Linkage Process



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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



NATIONAL
Pilates
CERTIFICATION PROGRAM

NPCP - Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey

Welcome

The purpose of this survey is to identify tasks and knowledge reflective of those qualified to hold the Nationally Certified Pilates Teacher (NCPT) designation. The results of this survey will help develop the specifications for the NPCP-Nationally Certified Pilates Teacher (NCPT) Certification Examination.

The survey will likely take 15-20 minutes to complete. You can complete each part of the survey in separate sittings at the same computer. Please be aware that you must completely 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 Nationally Certified Pilates Teacher (NCPT) certification exam. For more information about PSI's privacy and data protection policy, please click [here](#).

The deadline for completion of the survey is February 3rd, 2020.
If you have any questions regarding the survey, please contact Ray Infante at rayi@NATPCP.ORG or 305-573-4946 ext. 208.

* Do you agree to take part in this survey?

☐ Yes

☐ No

1

NPCP - Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey

Introduction

Practitioner Definition:

Utilizing their education as a teacher in the Pilates method and its origin, a certificant can competently and safely provide appropriate instruction to clients to support their short/long-term goals in alignment with movement science, while working within the Scope of Practice and Code of Ethics.

* Are you a comprehensively educated Pilates Teacher?

- ☐ Yes
☐ No

If yes, are you currently teaching Pilates?

- ☐ Yes
☐ No

NPCP - Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey

Demographic Questions

How many years of experience do you have teaching Pilates?

What is your primary practice setting?

In which US state, territory, district, or Canadian province is your primary workplace located?

- | | | |
|---|---|--|
| <input type="radio"/> Alabama | <input type="radio"/> Maine | <input type="radio"/> Ohio |
| <input type="radio"/> Alaska | <input type="radio"/> Manitoba | <input type="radio"/> Oklahoma |
| <input type="radio"/> Alberta | <input type="radio"/> Maryland | <input type="radio"/> Ontario |
| <input type="radio"/> American Samoa | <input type="radio"/> Massachusetts | <input type="radio"/> Oregon |
| <input type="radio"/> Arizona | <input type="radio"/> Michigan | <input type="radio"/> Pennsylvania |
| <input type="radio"/> Arkansas | <input type="radio"/> Minnesota | <input type="radio"/> Prince Edward Island |
| <input type="radio"/> British Columbia | <input type="radio"/> Mississippi | <input type="radio"/> Puerto Rico |
| <input type="radio"/> California | <input type="radio"/> Missouri | <input type="radio"/> Quebec |
| <input type="radio"/> Colorado | <input type="radio"/> Montana | <input type="radio"/> Rhode Island |
| <input type="radio"/> Connecticut | <input type="radio"/> Nebraska | <input type="radio"/> Saskatchewan |
| <input type="radio"/> Delaware | <input type="radio"/> Nevada | <input type="radio"/> South Carolina |
| <input type="radio"/> District of Columbia | <input type="radio"/> New Brunswick | <input type="radio"/> South Dakota |
| <input type="radio"/> Florida | <input type="radio"/> New Hampshire | <input type="radio"/> Tennessee |
| <input type="radio"/> Georgia | <input type="radio"/> New Jersey | <input type="radio"/> Texas |
| <input type="radio"/> Guam | <input type="radio"/> New Mexico | <input type="radio"/> US Virgin Islands |
| <input type="radio"/> Hawaii | <input type="radio"/> New York | <input type="radio"/> Utah |
| <input type="radio"/> Idaho | <input type="radio"/> Newfoundland and Labrador | <input type="radio"/> Vermont |
| <input type="radio"/> Illinois | <input type="radio"/> North Carolina | <input type="radio"/> Virginia |
| <input type="radio"/> Indiana | <input type="radio"/> North Dakota | <input type="radio"/> Washington |
| <input type="radio"/> Iowa | <input type="radio"/> Northern Mariana Islands | <input type="radio"/> West Virginia |
| <input type="radio"/> Kansas | <input type="radio"/> Northwest Territories | <input type="radio"/> Wisconsin |
| <input type="radio"/> Kentucky | <input type="radio"/> Nova Scotia | <input type="radio"/> Wyoming |
| <input type="radio"/> Louisiana | <input type="radio"/> Nunavut | <input type="radio"/> Yukon |
| <input type="radio"/> Somewhere outside of the USA (please specify) | | |

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

- | | |
|--|---|
| <input type="radio"/> Some high school | <input type="radio"/> Bachelor's Degree |
| <input type="radio"/> High school diploma or GED | <input type="radio"/> Master's Degree |
| <input type="radio"/> Associate's Degree | <input type="radio"/> Doctoral Degree |

NPCP - Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey

Knowledge

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

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

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

NPCP - Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey

Knowledge Ratings

* 1. Critical Observation

	Frequency	Importance
A. Intake	<input type="text"/>	<input type="text"/>
B. Initial Observation	<input type="text"/>	<input type="text"/>
C. Determining Movement Capabilities	<input type="text"/>	<input type="text"/>
D. Ongoing Observation	<input type="text"/>	<input type="text"/>
E. Outcome Review	<input type="text"/>	<input type="text"/>

What critical knowledge areas, if any, do you think is missing from this list for the domain Critical Observation?

* 2. Teaching

	Frequency	Importance
A. Comprehensive Pilates repertoire	<input type="text"/>	<input type="text"/>
B. Basic Pilates philosophy and history	<input type="text"/>	<input type="text"/>
C. Program design (e.g., sequencing, load, tempo, spatial orientation) of a balanced, safe, and effective Pilates exercise program	<input type="text"/>	<input type="text"/>
D. Program Implementation	<input type="text"/>	<input type="text"/>
E. Ongoing Program Development	<input type="text"/>	<input type="text"/>
F. Pilates specific teaching skills (e.g., cuing, tactile, spotting, verbal, imagery)	<input type="text"/>	<input type="text"/>

What critical knowledge areas, if any, do you think is missing from this list for the domain Teaching?

* 3. Technical Expertise

	Frequency	Importance
A. Basic movement sciences (e.g., anatomy, biomechanics, kinesiology)	<input type="text"/>	<input type="text"/>
B. Accommodations for common health conditions and anatomical variations	<input type="text"/>	<input type="text"/>
C. Equipment set-up, use, maintenance, and safety	<input type="text"/>	<input type="text"/>

What critical knowledge areas, if any, do you think is missing from this list for the domain Technical Expertise?

* 4. Professionalism

	Frequency	Importance
A. Work Environment Maintenance and Protocol	<input type="text"/>	<input type="text"/>
B. Personal Conduct and Presentation	<input type="text"/>	<input type="text"/>
C. Self-care (e.g., hours of teaching, hours between clients, etc)	<input type="text"/>	<input type="text"/>
D. Client Communication	<input type="text"/>	<input type="text"/>
E. Professional Boundaries	<input type="text"/>	<input type="text"/>
F. Best business practices	<input type="text"/>	<input type="text"/>
G. Client documentation (e.g., intake form, waivers, lesson notes, incident reports)	<input type="text"/>	<input type="text"/>
H. Continuing Education	<input type="text"/>	<input type="text"/>
I. PMA Scope of Practice and Code of Ethics	<input type="text"/>	<input type="text"/>

What critical knowledge areas, if any, do you think is missing from this list for the domain Professionalism?

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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 Teacher.

★ -----

	Frequency	Importance
1. Obtain applicable client health and exercise history.	<input type="text"/>	<input type="text"/>
2. Determine one's own ability to create a safe and appropriate Pilates program for each individual.	<input type="text"/>	<input type="text"/>
3. Evaluate and establish achievable goals with the client using objective and subjective information.	<input type="text"/>	<input type="text"/>
4. Design safe, appropriate, and effective Pilates exercise programs.	<input type="text"/>	<input type="text"/>
5. Identify the need for a medical release prior to program commencement.	<input type="text"/>	<input type="text"/>
6. Implement and adapt Pilates programs.	<input type="text"/>	<input type="text"/>
7. Utilize appropriate Pilates teaching skills.	<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. Use objective and subjective measures to ensure that the Pilates program matches the individual's capabilities.	<input type="text"/>	<input type="text"/>
10. Realign short and long-term Pilates program goals and content to accommodate changes in individual circumstances (i.e., progression, injuries, motivation, goals, etc.).	<input type="text"/>	<input type="text"/>
11. Safely use and maintain Pilates equipment.	<input type="text"/>	<input type="text"/>
12. Continue gaining education to enhance related skills and knowledge and to provide the highest quality services to clients.	<input type="text"/>	<input type="text"/>
13. Provide a safe and professional Pilates environment and follow appropriate safety procedures.	<input type="text"/>	<input type="text"/>
14. Comply with PMAs Scope of Practice and Code of Ethics.	<input type="text"/>	<input type="text"/>

What critical task, if any, do you think is missing from this list?

NPCP - Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey

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

1. Critical Observation

2. Teaching

3. Technical Expertise

4. Professionalism

Please indicate any comments or edits for recommendations for test content.

NPCP - Nationally Certified Pilates Teacher (NCPT) 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:	January 2 nd , 2020
SUBJECT:	NPCP – Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey
BODY:	<p>The National Pilates Certification Program (NPCP) invites you to participate in the Nationally Certified Pilates Teacher (NCPT) Job Analysis Survey. This is your chance to contribute to the industry and ensure that high standards are maintained. The survey will be used to identify task and knowledge areas important to the role of the Nationally Certified Pilates Teacher. Results will help develop the specifications for the NPCP Nationally Certified Pilates Teacher certification examination.</p> <p>The survey will take about 20-30 minutes to complete. The deadline to complete the survey is February 3rd, 2020. Individual responses will be kept confidential and combined with those of other responses. Participation in this survey is voluntary. Please complete the survey and/or forward to the appropriate person within your organization. Read all questions carefully and select responses that best represent a Nationally Certified Pilates Teacher. Please send all inquiries to Ray Infante at rayi@NATPCP.ORG or 305-573-4946 ext. 208.</p> <p>Thank you very much.</p>

Appendix E

Exam Content Outline

1	Critical Observation	20%
A	Intake	
B	Initial observation	
C	Determining movement capabilities	
D	Ongoing observation	
E	Outcome review	
2	Teaching	30%
A	Comprehensive Pilates repertoire	
B	Basic Pilates philosophy and history	
C	Program design (e.g., sequencing, load, tempo, spatial orientation) of a balanced, safe, and effective Pilates exercise program	
D	Program implementation	
E	Ongoing program development	
F	Pilates specific teaching skills (e.g., cuing, tactile, spotting, verbal, imagery)	
3	Technical Expertise	30%
A	Basic movement sciences (e.g., anatomy, biomechanics, kinesiology)	
B	Accommodations for common health conditions and anatomical variations	
C	Equipment set-up, use, maintenance, and safety	
4	Professionalism	20%
A	Work environment maintenance and protocol	
B	Personal conduct and presentation	
C	Self-care (e.g., hours of teaching, hours between clients, etc.)	
D	Client communication	
E	Professional boundaries	
F	Best business practices	
G	Client documentation (e.g., intake form, waivers, lesson notes, incident reports)	
H	Continuing education	
I	Scope of Practice and Code of Ethics	



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