



AEA Arthritis Foundation Program Leader Training PROGRAM OBJECTIVES

ALL Program Objectives are covered in the *AEA Arthritis Foundation Program Leader: A Training Guide for Exercise & Aquatic Programming*.

OVERVIEW

1. Define the Arthritis Foundation Aquatic Program (AFAP), differentiating between the Basic and Plus levels.
2. Define the Arthritis Foundation Exercise Program (AFEP).
3. Describe the target audience for the AFAP & AFEP.
4. Recognize why participants will be unique in their abilities and how the programs can be individualized.
5. List the general goals and the specific physical goals of the AFAP & AFEP.
6. Describe program outcomes documented by research.
7. Understand general class format, essential class components, key instructional elements and optional class activities within the program structure.

MEDICAL ASPECTS

1. Define arthritis and rheumatic disease.
2. Understand the structural components of a joint – bone, bursa, cartilage, joint capsule, ligament, muscle, synovial membrane and tendon.
3. Compare the general characteristics of the two most common forms of arthritis – osteoarthritis and rheumatoid arthritis.
4. Understand the process of inflammation as it relates to arthritis.
5. Differentiate between other common forms of arthritis and related diseases.
6. Illustrate the relationship between physical, psychological and social symptoms using the Chronic Illness Symptom Cycle.
7. Compare the forms of exercise – activities of daily living, recreational activities, fitness training and therapeutic exercise.
8. Define the general exercise categories for individuals with arthritis – flexibility, muscular strength & endurance and cardiorespiratory endurance.
9. Understand basic exercise principles for individuals with arthritis.

CLASS DEVELOPMENT

1. Explain the components for general class structure – warm-up, main segment and cool-down.
2. Define essential AFAP/AFEP class components – flexibility & range of motion, muscular strengthening & endurance, cardiorespiratory endurance, balance & coordination and relaxation techniques.
3. Describe key instructional elements of an AFAP/AFEP class – health education, posture & body mechanics, body awareness and breath awareness.
4. Understand the purpose of optional class activities in an AFAP/AFEP class.
5. Distinguish between continuous, interval and circuit training formats.
6. Define exercise intensity and progression in relation to multi-level classes.
7. Understand how to monitor exercise intensity and recognize signs of overexertion.
8. List methods to safely and effectively alter intensity in an AFAP/AFEP class.

EXERCISES & ACTIVITIES

1. List the four AFAP/AFEP exercise categories based upon intended goals.
2. Define the various exercise purposes – balance, coordination, cardiorespiratory endurance, flexibility & range of motion, muscular strength & endurance, relaxation and weight bearing.
3. Recognize general precautions relevant to the exercises and activities in an AFAP/AFEP class.
4. Discuss the use of music during an AFAP/AFEP class.

5. List the joint-related and class development subcategories specific to the AFAP and to the AFEP.
6. Understand how to utilize the summary page for each subcategory.
7. List the recommended equipment options for both the AFAP and the AFEP.
8. Understand the purpose of each recommended equipment option and explain how to safely incorporate into a class.
9. Demonstrate correct execution of each exercise and activity option for the AFAP and the AFEP.
10. Explain cues, cautions, tips, notes, progressions and variations for each exercise and activity option for the AFAP and the AFEP.

LESSON PLANNING

1. Describe the purpose and components of a lesson plan.
2. Understand how to create a lesson plan utilizing the Lesson Plan Development Tool and the sample lesson plans.
3. Explain how to accommodate participants of various levels into a single AFAP/AFEP class.
4. Recognize how to implement health education into an AFAP/AFEP class.
5. Verbalize the content of the 16 initial suggested health education topics.
6. Perform the sample warm-up and cool-down routines to become familiar with the movements, demonstrations and cueing.
7. Perform the sample cardio combinations to become familiar with the movements, demonstrations and cueing.

TEACHING TIPS

1. Understand how to begin class in a welcoming and encouraging manner.
2. Explain programming considerations for successful AFAP/AFEP classes.
3. Describe presentation tips for interacting with a wide range of participants.
4. Define verbal and visual cueing applications.
5. Recognize the purpose and benefits of program themes in motivating and encouraging exercise retention.
6. Understand the importance of ending class in a positive manner.
7. List ways to maintain a sense of belonging beyond the actual AFAP/AFEP class.
8. Differentiate between positive and negative terms that relate to special sensitivities for the AFAP and/or AFEP.
9. Understand how to handle potentially challenging situations within a group exercise setting.
10. Understand the content of included participant handouts and how to access these files at the AEA Website.

AQUATIC ENVIRONMENT

1. Define the three key properties of water immersion – buoyancy, resistance and cooling factor.
2. Understand how to apply the Laws of Motion and related movement principles to alter intensity in an AFAP class.
3. Compare the advantages and disadvantages of different teaching positions.
4. Recognize the criteria for pools utilized for AFAP classes.
5. Understand the importance of having a lifeguard on duty during an AFAP class.
6. Explain program leader training requirements and teaching considerations necessary if a lifeguard is not on duty during an AFAP class.
7. State the water temperature guidelines for AFAP classes and understand the reasoning for these recommendations.
8. Explain how to effectively monitor participants for safety concerns during an AFAP class.
9. Demonstrate basic water rescue techniques. Understand that this Manual is NOT designed to be a substitute for a water safety or lifeguarding course.
10. Define Emergency Action Plan (EAP) and understand the role of the AFAP program leader.