



Every Fitness Professional has a responsibility to provide a standard of care for their patrons.

Scope of Practice of a WaterART Certified Instructor

1. The goal of a fitness professional is to facilitate safe and effective training by providing appropriate exercises to meet the participants fitness abilities, goals and needs.
2. Utilize the Physical Activity Readiness Questionnaire (PAR-Q) form for screening participants (verbal or written)
3. Instructors Certified at the Fundamentals or Basic level are qualified to lead participants who are "apparently healthy", as defined by the PAR-Q.
4. Each Basic Instructor must understand the safety and efficacy of aquatic fitness equipment prior to its utilization within a program. i.e. dumbbells are not introduced at the Fundamental certification level.
5. In order to work with Special Populations, an Aquatic Fitness Leader must obtain specialized training and consult with appropriate health care professionals.
6. Once they have a doctor's approval for exercise, the "Specialized" Instructor will emphasize the importance of self paced exercise
7. The "Specialized" Instructor may incorporate the use of appropriate equipment based on their specialized training or the needs of the participants.
8. Refer to appropriate health care providers when dealing with participants who have conditions that the Certified Instructor is not specifically accredited to address.
9. All Instructors should teach within the scope of their own physical skills.
10. No Instructor should teach beyond their training /educational qualifications
11. Every Instructor without current lifeguard and/or first aid qualifications must partake in basic water safety training
12. Any individual who facilitates "Instructor" training programs must be a WaterART Certified Master Trainer. All training material is covered by WaterART copyright and may be used by WaterART Master Trainers only -no exceptions.

Instructor (formerly the fundamental level) Certified Instructors are not permitted to:

- Give specific exercise prescriptions, including personal training.
- Provide dietary information beyond the Canada Food Guide.
- Work with individuals other than those identified as "apparently healthy" as determined by only negative answers on an unmodified PAR-Q. If the participant answers "yes" to any question on the PAR-Q, they must be referred to their physician and approved to return to exercise.
- Prescribe exercise for sports, competitive needs and special populations.

Speciality Modules of Certification

- Arthritis
- Seniors with Medical Conditions
- Pre Natal & Post Natal
- Mind Body Fitness
- Personal Training
- Kids Fitness
- Rehabilitation
- Common Movement Disorders
- Parent & Tot
- Weight Management / Managing a Healthy Weight

Guidelines for Pools

- All patrons should shower prior to entering the pool
- The deck should be clean and dry.
- Ideally the deck should have matting to prevent slipping on deck especially if it is a tiled deck

- Water should be clear and follow state/province guidelines for chemical records and water quality standards.
- All classes should follow the Health & Safety Regulations for having a lifeguard on deck. Class B pools may not require a lifeguard on deck for less than 10 people. (please check with State/Province regulations)
- The pool should be kept clear of objects. There should be no visible holes or dangerous obstructions in the water (i.e. Children's benches)
- Each facility should have an emergency rescue plan or checklist. There should be a phone or communication box within easy reach should an emergency arise.
- All classes should have no more than a 1:25 ratio or 1 instructor to every 25 patrons. An instructor should be able to correct each patron (with positive specific feedback) throughout the class. Often if there are too many people it is difficult to see if the patrons are executing proper posture and techniques. Also it is challenging to see, hear and understand an exercise program.
- We recommend a minimum of 6 square feet per person . However, space largely depends on proprioception (spatial awareness) and skills. In large groups – not everyone may handle the turbulence and currents created (not to mention the noise.
- Shallow H2O is defined as waist to chest depth with the feet on the bottom of the pool. A minimal requirement for all participants should be to have the iliac crest covered with water otherwise there is risk of low back problems.
- If the participant is between chest and neck depth with the feet on the bottom of the pool, this depth is termed as “transitional depth”, and requires advanced skills. The easiest use of this depth is to treat it like deep water and utilize a buoyancy aid.
- Deep-water training is generally termed as any time a participant cannot touch the bottom of the pool. We recommend that all deep-water patrons should utilize some sort of buoyancy equipment (noodle or belt of some kind & for skilled and athletic patron cuffs or foam weights) , so that the participant may balance and support good posture and keep the head above the water. . This equipment can be as little as a two or three blocks from a block belt, the criteria being that there is sufficient buoyancy to allow the participant to balance work with rest. Working in the deep without buoyancy assistance creates the tendency to over use the upper body to scull or constantly work the lower extremities to remain afloat and often sacrifices poor body position and good core work.
- Deep-water programs may start in the deep; however, participants should be instructed to utilize a ladder to get into the water rather than jumping in. Ideally, skill/comfort levels should be tested in the shallow prior to working out in the deep.
- The pool may be sloping however, if it is a wave pool, the class should be facilitated as a deep-water class.
- Water Temperatures can range between 27-35C or 80 – 95F. The ideal range for classes for apparently healthy adults are 28-28.5C or 83-86F
- Therapy or hot pools are those pools over 30C or 90 F. Any facilities with a pool over 89deg F should check for legal guidelines with provincial/state authorities. At this temperature only water walking for cardiovascular training may be facilitated. Ideally all patrons should know their Blood Pressure and the level should be below 140/90. Anything above 140/90 is borderline hypertension and the individual should be referred back to their health care provider.

Responsibility of the Certified WaterART Fitness Professional

1. To facilitate safe exercise. To do no harm.
2. To provide effective and functional exercise.
3. To understand and state the exercise goal.
4. To make the program enjoyable to keep exercise enthusiasts returning to their program.
5. To screen participants with either a verbal or written Par Q.
6. To offer introductory skills and overview of program.
7. To state that everyone should go at their own pace and let the instructor know if they require a modification or progression of the exercise.
8. To help the participant(s) see, hear and understand the exercise through visual and verbal cueing.
9. To send the participant to the health care provider should they have some health issues.
10. To send the participant to another program (i.e. Speciality training) should the participant not have the skill level to work safely within the program?

Instructor Code of Conduct

1. Wear supportive and specific footwear for safe execution of deck moves. (water shoes, sports sandal, athletic shoes that are clean and always used on pool deck)
2. Wear a support bathing suit (may be shorts and a tank, bathing suit and shorts) or specific water wear.
3. An instructor should be dressed to go into the pool. There should be no street clothes or clothes that do not go in the water (ie. Cotton wrecks the filter)
4. Teach either from deck or land depending on safety and efficacy of instructors and patrons needs.
5. If the pool is chilly – dress for warmth or recommend how to dress to improve thermal regulation (see dressing for warmth guidelines)

6. Do not jump, bounce or perform too many repetitions of an exercise on deck as this could promote repetitive stress injuries (the deck is concrete)

WaterART 's Guidelines for Exercise Technique

Ideally, all patrons/clients should be able to see, hear & understand the exercise instructions in terms of purpose, safety and technique. WaterART realizes the challenge of facilitating pool programs. The conditions may be anything but perfect. Some times things such as the control of water and air temperature, water depth(s), pool ventilation, space for patrons, as well as acoustics may be very difficult to develop "perfect" programs. Therefore, we advise that

1. Instructors may choose to teach from the deck or in the pool or (ideally) a combination of both.
2. We recommend not teaching from the deck (the entire class) especially if the humidity is hazardous to the instructor's well being.
3. Be aware of voice injury and yelling. Utilize visual cueing and a microphone amplifier (on deck) if possible. If the noise is overwhelming, start the introduction on deck in a quiet place prior to getting in the pool & exercising.
4. Execute movements in good posture in form as an instructor –be a good model.
5. Cue a neutral spinal alignment with each class –show a body check.
6. Work within your own body's limits – teach for long term – and injury prevention.
7. When cueing movements from the deck, utilize approximate water speed of the movements (i.e. approximately 1/2-1/3 the speed)
8. Demonstrate the "start position" of the exercise when showing a movement pattern.
9. Demonstrate the "end position" of the exercise when showing a movement pattern.
10. Show "water-like" movement when teaching or cueing on deck.
11. Do about 2-6 demonstrations of each exercise, then coach & supervise the class. You need not demonstrate every movement at full intensity.
12. Do not fling/flail the arms in and out of the water. Keep arms submerged and protected against shoulder and neck overuse injuries.
13. Do not twist or torque the knees. Lift the heels to cue the hips, knees, and toes to remain in alignment.
14. Do not jump or demonstrate unsafe movements on deck. There is no protection on concrete or slippery tiles.
15. Utilize a chair or bench on deck to better illustrate suspended moves/under the water movements.
16. Cue all working positions (not just the high intensity or a bouncing movement style) Realize rebounding moves still have 50-25% of the vertical stress in shallow water.
17. For muscular strengthening perform at least 1-2 sets of 8-25 repetitions or till muscle fatigue.
18. For muscular endurance perform at least 3-5 sets of 8-25 repetitions for optimal benefits.
19. For Cardiovascular endurance do at least 3-5 sets of 3-5 minutes of a varied intensity (low, moderate and high) utilizing primarily rhythmical lower body movements changing the muscles prior to fatigue.
20. Utilize active flexibility especially when the water temperature is cool or at the beginning of the program
21. Utilize more static stretching when the water temperature warm or at the end of the class (while the patrons are still warm)
22. Utilize intervals of muscle strength, flexibility, agility, coordination, balance, posture and cardiovascular sets for optimal performance training. In other words, all of the components of fitness are valuable in a program.
23. State the purpose of the exercise when training. All components are important yet unique to train.
24. All instructors should provide a 5-10 minute buoyancy and cardiovascular warm up to prepare the heart, lungs and joints for the exercise to come. Included in the warm up should be a review of basic water skills as well as balance and posture training re-training (as the person has come from land to water)
25. All instructors should provide at least a 5-10 minute warm down or cool down to prepare the participant back to land and to gradually bring the heart rate down.
26. If patrons are disruptive or working beyond their skill and fitness levels, the instructor should politely address this issue. The instructor or facility coordinator may have to ask the talkative person to leave the program or suggest that they come during public swim (where they may talk all the time) . Should the patron not be attending a suitable program (if it is obviously beyond their skill/comfort level in terms of a non-swimmer or medical conditions) they should recommend an orientation class or one more suited to their abilities.

Guidelines for Exercise Safety

- Submerge and protect the shoulders as much as possible. The hydrostatic pressure will provide more space to the acromium clavicular (A/C)joint.
- Use body positions such as side-lying to reach the arm over the head (and you can keep the arm in the water protected)

- There should be no radiation of pain into the arm or fingers, especially with neck movements.
- Modify sculling to shallow water. Keep the arms lower or about hip height and avoid forced internal rotation or traditional breaststroke.
- Be careful of overhead movements; avoid them until you and the participant are confident the task can be performed in comfort. Do upper body stretching in the water.
- Emphasize powering the arms back and behind back.
- If participant has painful active abduction, educate on allowing buoyancy to bring the shoulders back to a recovery position.
- Typically, you will have to strengthen the external rotators, rhomboids, lower fibers of the trapezius, posterior deltoids, triceps, biceps, and latissimus dorsi.
Stretch the pectorals, anterior deltoid and subscapularis.

Protect your Patrons shoulders against Impingement

When overhead activities become uncontrolled and flailing, the humeral head begins to hit up against the acromion process. Impingement syndrome usually occurs between 70 and 120 degrees of abduction of the arm – this is also referred to as the "painful arc" when the humerus is internally rotated in the shoulder joint. This is a common occurrence when doing regular pulling or breast stroke arms. Therefore, instructors will utilize either a flat scull or an upright movement to prevent rounding of the shoulders and impingement of the shoulder joint. Impingement usually progresses to rotator cuff tear. Weak areas to be aware of are scapular musculature, muscles of the rotator cuff and chest, and pronators/supinators of the forearm and hand.

Review of Basic Skills Checklist for Newcomers to class.

1. Check that everyone can get in and out of the pool easily. For some people this determines whether or not they can attend your class. It may be necessary to assist some people in both directions – identify these people and make sure that you or someone you trust can do the assisting. If your pool has only a ladder (with that long last step) suggest that your facility purchase portable steps with a handrail. These can be easily lifted in and out of the pool as required. Another option is to use a chair lift to allow people with mobility problems to be placed into the water with care. Do not assume that people can get in and out of the water on their own accord.

2. Check posture: Always check posture and aim for good technique. Quality of movement is more important than quantity. It is more effective to do ten moves correctly than pushing to do twenty moves incorrectly. Test a "Body Check" position – one that holds on one foot and demonstrates the ability to check good balance and posture. Take the arms out of the water so the abdominals have to work to sustain a one-foot balance. You may use this movement to occasionally check posture throughout a program.

3. Review how to scull to assist balance and posture. Sculling is a technique that utilizes wrist pronation and supination (not hyperextension). Try to keep the arms at hip height and slightly forward of the body. Perform little figure of eight movements or simulate spreading jelly on toast or dusting a table. Keep the shoulders relaxed so the movement comes from the forearms or brachialradialis muscles. Sculling supports good posture and better balance.

4. Review how to get the heels down with each movement. In the water it is difficult to push the full foot down to the pool floor against buoyancy. This move allows the calf muscles to release and unload the contracted muscles. The calf muscles are prone to cramping because this muscle group is quick to fatigue and generally tight. Should someone stay on the forefoot/toes and not release the calf, or do too much bobbing, they will inevitably end up with very painful calf cramps. Other ways to minimize calf pain is to wear proper footwear, hydrate well and make sure the person's diet contains some potassium (orange juice or bananas). The best cure for painful calf cramps is a gentle massage of the calf muscle. Unfortunately, it may take as long as 5-10 minutes to release these muscles so encourage the person to get to the side of the pool to do the massage.

5. Check that everyone works out in their proper depth and allow for spacing. People like to "float" out to sea (or into the deeper water). Unless you are doing a deep-water program, it is easiest to control movement and keep correct body alignment with the water between hip and chest depth with the feet on the bottom of the pool. When the water is chest to neck depth it is easier to float and much harder to control good posture. This is called transitional depth and may be better programmed with deep-water techniques and equipment.

6. Teach recovery from a slip or fall. This is a key skill for non-swimmers. Personal safety skills should be included in every class – because it is also excellent abdominal exercise. Fall forward, back or side and use the arms to scoop and recover to a vertical position. Feel the abdominals engage to change body positions.

7. If someone cannot perform a recovery from a fall, are nervous, or a non swimmer, suggest that they wear a buoyancy belt for safety. The buoyancy belt can offer extra buoyancy and cushioning for someone suffering with painful hip,

knee, foot, ankle, back or general joint problems such as arthritis. Although a floatation belt is not a legal safety device it will help those who are nervous or less skilled in the water. The only reason it is not a legal device is because it can keep you inverted (i.e. if someone were to dive in and hit their head on the pool bottom and go unconscious). By comparison, a lifejacket will automatically flip you over to your back. However, a life jacket doesn't allow the freedom of movement or comfort of a belt. If some is really unskilled they may need to be in a specialized program.

8. Review the Basic WaterART Moves. The 7 basic WaterART moves were systematically designed to warm up the body and lubricate the joints to protect the body and prepare it for the exercise to come. Learning simple coordination patterns with proper joint mechanics is imperative for maintaining pain free movement. These moves may also be used for cardiovascular sets, and fun and filler or thermal regulation moves. Take time and teach each move so that everyone enjoys all the movement in a class.

9. Breathe. Many participants hold their breath so you can't cue for breathing enough. Whether you are exercise breathing or doing diaphragmatic breathing, ventilating helps to oxygenate the muscles and release tension. The participants should blow out through their mouth or utter a few words such as "I am feeling fantastic". Asking them if they are ok or a yes/no answer is not enough. Have your students say enough syllables to take a breath.

10. Empower your Clients with Skills and Knowledge.

Helping your students to know where their bodies are in space is the responsibility of the instructor. Learning coordination and balance with good posture is not easy for many people. Always provide positive, corrective and specific feedback (both verbal and non-verbal). If participants are having a real problem maybe the moves you are offering are too complicated or you are giving too much information, too soon. Look at the participants and break down the move into simpler mechanics. Demonstrate the move on deck to allow everyone to "get it". Take time to teach a basic movement sequence slower – then when they master the move add more intensity (resistance, range of motion, travel, coordination and finally speed). In order to gain a better feeling of the exercise intensity make sure you get into the water and experience your own program or moves.

11. Hydrate. Drinking water is important to maintain energy throughout the workout. If you start to feel thirsty, then you are already dehydrated. Muscles are 70% water. Dehydration will cause your muscles to lose power resulting in a less than a perfect workout. Keep water poolside – insert water breaks into your program. Encourage everyone to drink before and after, and at least every ten minutes during, a program. If you have participants who don't want to drink make a handout to show the many reasons why they should drink water.

12. Work at their Own Pace. Very few people have the same water skills or body composition. Any two people may be built with the same height and weight, but it is unlikely that their muscle to fat ratio is identical. Muscles move while fat floats. To achieve a good workout, each participant needs to be educated to work through their own comfortable, range of motion and at their own speed. In many pools, few people can work out in the exact same depth of water. As the water becomes deeper, the increase in the buoyancy effect becomes greater. Because some participants may be "floating" more than others, the probability of any two people completing moves exactly at the same speed is remote. Try this exercise. Everyone is asked to perform as many repetitions of the same move in 30 seconds. Let's see who can do the most repetitions. You will find everyone moves quite uniquely. You will notice how some people will be moving up in the water while others are moving down in the water. Some people are moving faster while others move slower. Forcing participants to move at a same speed may over train some while under train others.

13. Check Exercise Intensity. Ask your clients "How do you feel?" Check in through the Rate of Perceived Exertion (RPE) Scale. It is critical that you adjust and regulate intensity. Ask them if they like to go harder or easier or are they happy with the intensity? Would they like more variety or less? By checking in throughout your program you will be much more successful than waiting till the end of the program. At the end of a program it is too late to make modifications for that day and you may have lost a frustrated participant.

14. State the Exercise Objective. Always state what your workout goal is for the exercise program or the particular movement sequence that you are teaching. There are many components of fitness to train in a program. Balancing a program helps to balance good health. Your participants will be more successful if they understand what component of fitness they are training. Realize that cardio fitness will not stretch, strengthen or stabilize the musculature around the joints. Some people think that cardio is the only important component when it actually takes strength to move through the water. Participants must understand that balance and posture is equally important to train (as the other components) because posture and balance training help to prevent injuries and falls. By stating the exercise goal, you will confirm yourself as a knowledgeable professional and help your clients realize their goals. Exercise with a purpose is our motto!

Guidelines For Referral Back To Health Care Provider

There are a multitude of reasons to discontinue exercise or training. A Certified Instructor should use a conservative approach and stay within their scope of practice.

The following reasons should be noted & a Certified instructor should refer their patrons/clients back to a Health Care Provider and/or Medical Specialist when they see the following:

- If abnormal breathing patterns occur or gasping for breath.
- If physical condition does not improve.
- Discoloration of lips (blue).
- Tightness of chest
- Feel worse in the water.
- Increase in pain during and after exercise.
- Any pain and discomfort, especially tingling or numbness in the neck, shoulders, chest, arms, legs.
- Shortness of breath or a high HR or RPE.
- Exhaustion during/after exercise.
- Sickness.
- If resting heart rate is above 90 bpm (if without doctor onsite) or 100 bpm (if doctor is onsite)
- If participant reports or shows excessive fatigue, severe thirst, frequent urination, nausea, vomiting.
- If participant reports or shows shortness of breath.
- If participant experiences undue pain, pressure, aches, numbness, tingling.
- If the participant becomes disoriented or confused.
- Energy levels decrease.
- Any tenderness, swelling or redness around a joint.

• **Some Idea's on how to help patrons keep warm in a Cool Pool**

- Keep moving as soon as you get in the water
 - Utilize more active stretching patterns such as walking
 - Dress for Success: add a snug-fitting neoprene vest / rasher –surf boarding top / bicycle shirt, Wear long tights / leggings
 - Wear a bathing cap, shower cap or baseball cap
 - Don't mention the water is cool - try to focus on the positive
 - Try a shorter class.
 - Start warm & happy & stay warm & happy
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Note: We recommend annual physical assessments with all patrons/clients. Should a health history change, it is the responsibility of the client to let the instructor know their limitations.

Appendices

Verbal PAR-Q Guidelines

* for programs that do not do thorough screening – this is a minimal requirement

Intent of the PAR-Q

The Physical Activity Readiness Questionnaire (PAR-Q) is an easy to use 2-page form that is used to see if participants should check with their doctor before becoming much more physically active.

Challenge of administering the written PAR-Q form:

Group and aquatic fitness trainers, instructors or specialists that do not have the opportunity to administer the written PAR-Q with each participant or a complete health history and screening evaluations. This must be done prior to starting a program.

This is especially applicable for participants will show up 5 minutes late (and are joining a group program.) At this point it is not feasible for the instructor to stop the class to administer the PAR-Q for the late participant. If the PAR-Q is filled out at the front desk before the participant enters the facility the challenge then becomes how to get that information to the leader before the class starts.

Rationale:

The PAR-Q has two purposes:

- 1) Build self awareness at the participant level and
- 2) Help to inform the leader of participant needs and concerns.

By administering the verbal PAR-Q at the start of program the participant is made aware of any conditions in which they may want to discuss with their doctor and they have the opportunity to let their fitness instructor know of such conditions. In this situation the PAR-Q is informing both the participant and the leader.

Group and aquatic instructors/trainers/specialists create a generalized program for the class in which modifications are presented so that the participants are able to adjust the level of the class on their own to suit their needs.

Verbal PAR-Q Instructions

STEP #1: The leader verbally asks the participants before **every** class "Is there anyone in the class who has not completed a written or verbal PAR-Q in the past 12 months?"

STEP #2: If any participants answer "Yes" to the question in STEP #1 or if the leader observes a new participant in the class or if it is the start of a new session for a registered program; then the leader must verbally read the following exactly as written to the whole class (If all participants answer "No" to STEP #1 then the leader **does not** have to read the following):

If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start exercising. If you are over 69 years of age, and you are not used to being very active, check with your doctor before you start an exercise program.

Common sense is your best guide when you answer these questions. Please listen to the questions carefully and answer each one honestly to yourself yes or no.

Questions:

1. Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?
2. Do you feel pain in your chest when you do physical activity?
3. In the past month, have you had chest pain when you were not doing physical activity?
4. Do you lose your balance because of dizziness or do you ever lose consciousness?
5. Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity?
6. Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?
7. Do you know of any other reason why you should not do physical activity?

If you answered YES to one or more questions: Talk with your doctor by phone or in person before you start becoming much more physically active. Tell your doctor about the PAR-Q and which questions you answered YES.

STEP #3: If a participant joins the class late which results in them not being present for the verbal PAR-Q the fitness leader must give the participant a copy of the **BCRPA Participant PAR-Q Information sheet**.

Participant PAR-Q Information Sheet

If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start exercising. If you are over 69 years of age, and you are not used to being very active, check with your doctor before you start an exercise program.

Common sense is your best guide when you answer these questions. Please read to the questions carefully and answer each one honestly to yourself yes or no.

Questions:

1. Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?
2. do you feel pain in your chest when you do physical activity?
3. In the past month, have you had chest pain when you were not doing physical activity?
4. Do you lose your balance because of dizziness or do you ever lose consciousness?
5. Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity?
6. Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?
7. Do you know of any other reason why you should not do physical activity?

If you answered YES to one or more questions: Talk with your doctor by phone or in person before you start becoming much more physically active. Tell your doctor about the PAR-Q and which questions you answered YES.

TEACHING FORMAT GUIDELINES

Reasons why we would Teach on Deck

1. The number one reason is that the instructor may need to “see “ the students, especially if there are no lifeguards on duty and/or no lifeguards paying attention (we hope that this is not the case). Class A or public pool's require a lifeguard. Class B pools or private pools may not require a lifeguard (if under 10 participants). It will be easier to monitor the skill and comfort level of all the participants from the deck. There is minor water distortion when looking from the deck, however, this should not interfere with an instructor's coaching ability to check posture, correct body positioning and good technique. This is the difficulty with teaching from the water especially if there is a large class. A good rule to remember, is if the instructor can not see the client, then the client can not see the instructor. The instructor needs to see all clients and vice versa.
2. The number two reason for teaching from the deck is that it is easier for all of the participants to see clear and precise deck moves. Most people may learn faster and easier with visual cues – especially if there are new patrons. The key to success is that the instructor performs deck moves safely and simulates water movement and speed. Note, that it is easier for someone to learn how to do a movement right – slower than faster. An instructor may always encourage those who have been attending a class regularly to work at their preferred speed and number of repetitions. A new person may take 4-6 repetitions to even start the move. The WaterART™ system of 7 basic moves helps people coordinate and learn how to move easily in the water.
3. If there are non-swimmers in the pool, the instructor may need to keep the client close to the shallow end to easily monitor and protect them. Assume new comers to the pool, may not know where the deep end begins, so take time to mark boundaries and/or put a buoy line up to help the participant better avoid travelling “out to sea”. It will be easier for those new to exercise to see what both the legs and the hands are doing to assist travel, balance and maintain a proper posture.
4. Most classes comprise multi level groups with a variety of skill, motivation, and comfort levels. Visually cue hand signs to indicate options for the preferred WaterART™ working position. This offers the opportunity and/or modification for all participants to work at a personal best. Body composition and water depth preference may also decide the preferred working position. Show deck options (for shallow water training) such as:
 - Extended working position or keeping at least one foot in contact with the pool bottom
 - Rebound working position or using the lower body more
 - Suspended or treading the feet off the bottom of the pool
 - Neutral with the shoulders submerged and protected especially for those who want more core or upper body conditioning.
5. Realize that hearing loss affects about 60% of those over the age of 50. Wear a VOICE PROJECTOR – or land microphone and project the movement instructions clearly, with good volume. This is safer for the vocal cords. Voice injury is a common complaint for fitness instructors. Although there are such things as water microphones, they may be cost prohibitive. Water microphones are approximately \$1500 without the amp system, while land projectors (Voice Voxes) cost about \$200-250.00. Water microphones are fragile and if there are a number of instructors “sharing” the microphone, it may not stand up to the wear and tear over time.
6. The goal of deck work is to simulate the water movement. It may be difficult to demonstrate movement on deck – but the key is to slow down. Remember there is no protection from the heat or vertical stress impact (which may be up to four times the body weight especially with jumping moves). Use a chair to assist balance or simulate suspended and treading movements.
7. The instructor stays dry and if they are teaching a lot of classes throughout the day – this may be key to doing more work.
8. The deck may be a more comfortable place for a land-based instructor. Water Instructor's do not have to be lifeguards so they may be skilled as an instructor yet lack the experience of moving in the water. Teaching a class should not be an instructor's workout. An instructor should workout separate to their class time. Always, remember when teaching on deck to dress professionally in aquatic attire and shoes. An instructor should always be ready to go into the water if necessary.

9. When teaching from the deck, it is much easier to access equipment changes. The pool environment has expanded into many pieces of equipment to make programs more effective, interesting and enjoyable.
10. Music changes may be made easier. The participants need to always hear the instructor over the music and sometimes volumes and noise levels change.
11. Getting in and out of the pool is work and may be dangerous for instructors especially if there are not steps or ladders.

Tips for a Better Water Class when teaching from the deck:

1. Keep the movements at simulated water speed.
2. Wear proper footwear to prevent slipping, provide support and lessen the stress of vertical stress or impact.
3. Use deck mats to further avoid slips. The best matting is one that goes around the entire perimeter of the pool so that the instructor does not trip on the mat.
4. Use a chair to safely show neutral and suspended moves.
5. Open doors or windows to provide adequate ventilation from heat and humidity.
6. Use a microphone to amplify the voice volume and save the vocal cords from injury.
7. Hydrate with frequent sips of water and help clients get a cup of water if they forget their water bottle.
8. Use standard cues (visually & verbal) so that communication is simpler.
9. Check RPE or use the talk test frequently to safely monitor and regulate intensity.
10. Wear a smile and motivate the class to have a good time.
11. Ask for feedback especially prior to the people getting in the pool.
12. Introduce yourself to new comers. Kind meaningful words last the test of time.
13. Keep music volumes to a level that everyone enjoys. Classes may enjoy no music or instrumental music especially for new formats or teaching technique.
14. Cue people with neck problems to stand further back in a class or further away from the instructor. (Constant looking up may greatly aggravate the neck)

Teaching in the Water

As a professional, you must take a look at many things including your facilities and/or management rules for teaching on the deck and/or in the water. The next two articles will look at the advantages and disadvantages of teaching on deck and/or in the water. There is a lot of controversy around this issue. As professionals, you will need to make some choices based on the following considerations

1. Can your students hear you?
2. Can you student see you?
3. Can you see your students ?
4. What skills do your students possess?
5. Can they understand the movement best in water or from the deck?
6. What motivates your students?
7. What do you need to do for your own personal safety?
8. Limitations of pools?

Reasons/Advantages To Teaching From The Water

1. The participants feel that you are "part of it" and are going to try harder to do it when they see someone else doing it. I have often had feedback that I don't ask the class to do anything that I can't do myself. If they can see, I can even perform the movements with injuries or limitations. They all want to follow suit and join in. = **Motivation**
2. Clients who are non-swimming clients feel safer when you are right there for them. They need to feel that they are close to someone that can protect them in order to participate to their fullest potential. They often require a little more help to have good form in order as fear behaviours can limit their motions and actions at times. = **Safety**
3. The instructor is better able to "Feel" what you are doing to your participants during class. It is much simpler to tell how hard or easy your program is. Due to less resistance on land, instructors on deck have to pay more attention to slowing their moves down to water speed and will never be able to feel what they are doing to the class. = **Difficulty Assessment**
4. Clients can get a sore neck from having to constantly look up to the deck to see an elevated instructor. This is particularly relevant with your specialized populations that have already acquired injuries. The participants – even long time ones – will look at the instructor constantly for reassurance and to make sure the moves haven't changed. This prolonged looking up is poor posture and over the long term is not even good for your healthy participants. **Safety/Client Comfort**

5. Some water fitness movements are impossible to demonstrate from deck due to their suspended nature. If you are in the water; your participants can form a circle around you so that they can all clearly **see** how the move is performed correctly. This allows the instructor to have a larger base of movements and still clearly demonstrate proper form and posture. Utilizing these different planes of movements provides a more thorough and complete body workout than is ever available on land. = **Participant Viewing**
6. It is both cooler and safer long term as we are protected from the impact of the deck and the humidity of the area. This method will prevent any impact injuries and lessen the possibility of an accident from slipping or tripping on the deck. = **Safety**
7. It is easier for the instructor to move through the class to get a better look at what the clients are doing. On land the water distorts the position of limbs that are under the water making it much harder to observe what your client is actually doing. This also permits posture correction more easily as you can quietly remind the participant of their mistakes with gestures or gentle touches to the area that is not in position as you walk among them. There is less embarrassment for the client, when you can correct more quietly resulting in better compliance and attendance in your class. = **Client Comfort/Less Embarrassment**

Tips for a better Water Class when teaching in the water:

1. Use good hand cues in order that your participants can SEE what you are doing in case they cannot hear
2. Use the same, standard hand cues week after week so they learn your communication system easily
3. Encourage your participants to tell you if they are unsure of the movement or instruction
4. Get feedback after class about what they liked or found difficult so you can advance your program
5. Use the "clock" method to more accurately describe deep water movements and body positions. (ie: the top or surface of the water is represented by the 3 and 9 o'clock and the bottom by 6 o'clock)