

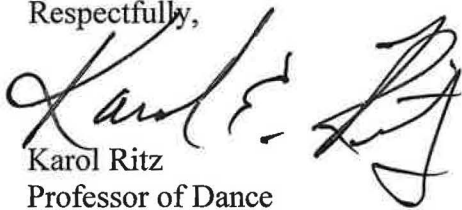
February 20, 2009

To: Virginia Burley and the Salary & Leaves Committee

Re: Sabbatical Report, Karol Ritz

I respectfully submit this revised report for your consideration. Based on the meeting I had with Virginia Burley on December 12, 2008, I am submitting a report covering the evolution of my thought process, and a month by month, phase by phase, account of the sabbatical. I believe the committee misunderstood the nature of the student workbook, and so I have tried to make that aspect more clear through this report. Ms. Burley stated that I would not have to re-submit the workbook, copies of the survey, original proposal, and documentation of my activities. All of these copies are included in my original report.

Respectfully,


Karol Ritz
Professor of Dance

SABBATICAL REPORT
(2007-2008)

Karol E. Ritz
Professor of Dance

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ABSTRACT

Sabbatical Report (2007-2008)
Karol Ritz

The following report is a record of my sabbatical process, projects, and experiences. Included, is a history of pilates and my extensive education in pilates. The impact that pilates has made on my life led me to want to deepen my education in the pilates method of conditioning and to develop a pilates certificate at Mt. SAC.

The sabbatical includes the foundation I have laid for the certificate through a survey of certifying organizations, visitations, and the completion of an extensive, comprehensive training program. I am now one of only a handful of people in the country to complete two comprehensive pilates certifications, by two of the most internationally renowned teachers in the field. I, also, completed a draft of a student workbook to be used in projected new courses for the pilates certificate.

The sabbatical benefits the college by allowing me to lay the groundwork for a certificate in pilates, which will provide job opportunities for students. Mt. SAC will be the only college in California to offer a comprehensive pilates certificate.

Condensed Version:

Karol Ritz Sabbatical 2007-2008, consisted of researching and planning for the development of a Comprehensive Pilates Certificate at Mt.SAC. Included in this process: survey of certifying institutions, extensive pilates training course, educational visits to facilities, and a student workbook for projected new courses.

SABBATICAL REPORT (2007-2008)
Karol Ritz

The following sabbatical report (2007-2008) is a dialogue of my journey through projects, educational training, and the re-vitalization of my mind, body, and soul. The report begins with a history of the pilates method of conditioning and my personal background in pilates. I include this background to give the reader a context for the sabbatical proposal and the sabbatical year of projects. The report then discusses the conception of the sabbatical and a summary of the proposal submitted in 2006. The proposal was divided into two phases and I discuss each phase in terms of the development process and that of completion.

The report continues with a discussion of a major influence in all of my sabbatical work, the pilates training programs at Long Beach Dance Conditioning. This five month process was a full-time endeavor in which I reaped many rewards that I applied to my sabbatical projects.

I follow the above with information on additional classes and pilates visitations that served me in information gathering as well as personal pilates experiences. I conclude this report with a discussion of the benefits of my sabbatical to students, the college, myself as a teacher, and the community.

HISTORY OF THE PILATES METHOD OF CONDITIONING

Joseph H. Pilates was born in Germany in 1880 and was a frail and sickly child. Illnesses such as rickets, asthma and rheumatic fever motivated him to pursue activities that would strengthen his body. He became very athletic (weight training, swimming, gymnastics, boxing) and was influenced by Greek and Roman physical fitness regimens

and martial arts (Isacovitz xiv). He analyzed and incorporated into his exercise, body mechanics, posture and breathing (Pilates, Your Health 3).

Around 1912, Pilates arrived in England to train as a boxer and to perform in a circus. When World War I broke out, he was interned in a camp as an enemy alien where he trained his fellow prisoners in his physical fitness program (Isacowitz xiv). He also experimented with the sick and injured prisoners, modifying hospital beds to help with rehabilitation (the early beginnings of the pilates equipment) (Alpers et al. 17).

Joe Pilates returned to Germany after the war, but soon left to immigrate to America. He and his wife, Clara, opened a gym, of sorts, in 1926 in New York City. The studio/gym was filled with equipment that Joe had designed and made himself. He would look at clients and make equipment to assist them in doing the exercises or to take home with them. His philosophy of movement was ahead of his time. The medical community told people to rest and stay in bed if they were sick, injured, or had given birth. But Joe believed in moving the body immediately because movement was healing. He also felt that focus of the mind and the breath, with the movement, was essential to accomplishing correct body mechanics.

Joe Pilates called his method of body conditioning, Contrology (Alpers et al. 33). He felt that basic principles should be applied to each repetition of each exercise. Some of those principles are concentration, control, centering, fluid movement, precision and breath (Friedman et al 5). Joe worked with all types of individuals and was particularly concerned about the health of children. He advocated educating children in good postural habits. In his book Your Health, he wrote, "...it is of paramount importance that the child be taught the major principles of 'Balance of Body and Mind'." (Pilates 42).

Joe Pilates died in 1967 at the age of 87 due to complications of smoke inhalation from a fire in his studio (Alpers et al. 19). But he left a tremendous legacy and body of work. In Return to Life Through Contrology, he wrote, “Physical fitness is the first requisite of happiness. Our interpretation of physical fitness is the attainment and maintenance of a uniformly developed body with a sound mind fully capable of naturally, easily, and satisfactorily performing our many and varied daily tasks with spontaneous zest and pleasure.” (42). He also wrote: “Contrology is complete coordination of body, mind, and spirit...Contrology develops the body uniformly, corrects wrong postures, restores physical vitality, invigorates the mind, and elevates the spirit” (9).

I have unquestionably experienced the above to be true in my own life. I am passionately devoted to the practice of the pilates method as it has truly changed by life forever.

PERSONAL PILATES BACKGROUND

My involvement with the pilates method of conditioning began in 1987 with Karen Shanley. I was teaching dance part-time at Orange Coast College (OCC) and Santa Ana College while performing with two dance companies. I had suffered a back injury while dancing in 1973, after which time I experienced cyclic back pain for the next twenty years. A subsequent quest for relief from pain, pain management or anything that would keep me dancing and performing, ensued. The debilitating pain motivated me to seek out various doctors who generally prescribed medication (a band aid), but offered little hope for any real change.

I then sought out athletic trainers who prescribed special exercise and stretches. This, for a person who was physically active fourteen hours a day, seven days a week,

was questionable. But I faithfully executed the prescribed regimen. I experienced some relief, but as the years continued, the pain deepened and often reached unbearable stages. In addition to the back problems, I was diagnosed in 1979 with chondromalacia in both knees (a condition of patella cartilage deterioration) brought about from years of training and rehearsing on concrete floors, coupled with physical alignment problems. The spasms in my back exasperated the alignment problems causing muscular imbalances; therefore, more pain and injuries.

I searched for help through chiropractic care, finally going against my distrust for this solution. Again, I experienced temporary relief but no change. I decided I had to take matters into my own hands and create my own conditioning and rehabilitation program. I scheduled myself into daily stretching sessions, resistance training and swimming. Once again, I experience some temporary improvement, but the cyclic pain returned. I then decided it must be in my head, so I tried self-help books, spirituality and crystals. I was becoming desperate. It was then, in 1987, that Karen Shanley started talking to me about pilates. I knew it was something that came out of the New York dance community and I soon learned that dancers had embraced the benefits of pilates to rehab their injuries and prolong their performing careers. It had become the dancer's "sports medicine."

Karen was a full-time professor of dance at OCC and we had performed together for many years. I trusted her and so when she suggested that I try pilates for my back I jumped at the opportunity. Karen had already been traveling her own journey of research into other modalities that could enhance a dancer's training and hopefully prevent unnecessary injuries. She studied the work of Mabel Todd in The Thinking Body, and

particularly the work of Dr. Lulu Sweigard in Human Movement Potential: It's Ideokinetic Facilitation. I had been introduced to Sweigard's work in my undergraduate studies at UC Irvine, but Karen brought the concepts to life for me. The idea of restoring balance in the body through the use of imagery as a movement initiator/facilitator was not necessarily new, but certainly unconventional in the 1980's dance community.

Posture and alignment could be improved upon by applied concepts and imagined movement, but incorporating this into a dance technique class (i.e. ballet, modern, jazz) proved to be difficult. Karen persevered and when she began to study the pilates method of conditioning in the 1980's, she found it to be the perfect posture laboratory.

Karen became pilates certified in 1989 and then created curriculum at OCC. At that time the only pilates classes in colleges were California Arts, UC Irvine and OCC. Karen began teaching me the pilates method. She painstakingly explained the basic theory that Joseph Pilates had created and proceeded to teach me the mat exercises. My back was in such bad shape that even though I was at the peak of my performing career, these mat exercises were difficult. I felt discouraged, but Karen modified the exercises so that I could begin to improve. I did improve and fell in love with pilates.

My teaching career took me away from OCC when, in 1989, I was hired as a full-time dance professor at MiraCosta College (MCC) in Oceanside, California. My task was to build a dance program. I was thrilled to have the opportunity to build a dance program from the ground up; however, this daunting project took all my time and energy. I still maintained a part-time performing career with one dance company, traveling to Los Angeles for rehearsals, but my pursuit of pilates diminished resulting in a return of back and knee pain.

I continued to associate with Karen Shanley and saw her incorporate the pilates exercises and concepts into dance classes. She ordered a piece of the pilates equipment, the Reformer, for OCC. At that time the only person making the pilates equipment on the West Coast was Ken Endelman. He made them by hand as they were ordered. It usually took him three to six months to make and deliver (himself) one. (Ken is now CEO & founder of Balanced Body and has been designing and supplying pilates equipment for over thirty years). Finally when this strange looking piece of apparatus arrived at OCC, Karen, other faculty, students and fortunately myself, started working on the pilates Reformer (I was driving from Oceanside to Costa Mesa). Karen had already certified on the equipment and I was hungry to get as much knowledge from her as possible. Finally, in 1995, Karen agreed to train me in mat, small props and Reformer. She and I and a handful of others met every Sunday for three to four hours to train. This continued for five months and I experienced a change in my back. The natural curves of my spine began to be restored, the pain disappeared, my flexibility and strength increased and I felt better than I had felt in twenty years! I was elated. I practiced my pilates diligently and to this date I have not experienced further back pain and my knees have improved dramatically.

I was hooked on pilates and wanted to develop curriculum at MiraCosta College. I first tried teaching the mat pilates in my conditioning for dance class. I saw great results in my students and then developed a course in alignment. The word "pilates" could not be used by any person on institution as a title or a description. Pilates teachers, studios and classes were not able to use "pilates" due to a trademark dispute. (The trademark was later over-turned in the courts in 2000). I, therefore, took my lead from

Karen Shanley and titled the course, Alignment & Correctives. After establishing the new curriculum, I found funding for a Reformer and worked with students individually, or in pairs, through arranged lab hours. I was very excited about the potential growth of this part of the MCC dance program, but change was ahead!

Less than a year after establishing pilates courses at MCC, a full-time dance position opened up at Mt.SAC and I decided to apply. It was a hard decision, but after spending eight years building a dance program at MCC, I felt that further growth would be difficult in a small college. I also missed being part of a larger team. (I was the only full-time dance instructor with three to four part-time instructors.) I wore many hats and practically lived on campus. I was very active campus wide serving on many committees and in many positions. I felt there was tremendous potential at Mt.SAC and that the size of the college would support more growth and expansion of the dance department.

I gave up my tenured position, a college I loved, took a cut in salary and moved my family in order to join the Mt.SAC faculty in 1997. During my first year I developed three new courses for the dance department, one of which was Alignment & Correctives (pilates). I was thrilled to have so much interest, support and enthusiasm from faculty and administration to build a pilates program within the dance department. After implementing the curriculum and acquiring equipment, I was convinced that I needed to deepen my pilates education through a comprehensive certification program. In 1999 I applied for and was accepted into the training program of one of the most highly respected teachers in the discipline, Rael Isacowitz. His course, Body Arts and Science, Int.(BASI) was a seven month, 500 hour program that provided training on all the pilates equipment. The program consisted of academic study (100 hours), observation (100

hours), practical work (100 hours), and teacher apprenticeship (200 hours). I was the only student to finish the course within seven months even while maintaining my full load at Mt.SAC. I completed the certification, with a grade of A, in spring 2000. I immediately integrated my new knowledge into my classes at Mt.SAC. I re-organized and re-formatted parts of the class to better accommodate groups and I devised a series of color coded workouts that progressed in difficulty. More importantly, I found more effective ways of communicating the pilates concepts throughout the course instructions.

I had completed a difficult certification and pushed myself to the limit, and I was so excited about further developing the pilates program. Little did I know that what was to follow would turn my world upside down. I was abruptly thrown into the depths of despair and during my climb out and my battle to live, pilates became my assistant, my inspiration and at times, my hope.

September of 2000 I was diagnosed with stage three breast cancer. Within two days I was in surgery. I had few options due to the advanced stage and the doctors said that we had to "throw the book" at the cancer if I was to survive. My oncologist said that he felt comfortable giving me the most aggressive treatment possible because I was so otherwise healthy and in such good physical condition (thank God for pilates). What ensued was a year of the most horrific physical, mental, emotional journey I could have ever imagined: the strongest rounds of chemotherapy they have ever given a human being, radiation, three surgeries and other drugs. They were not only killing the cancer, they were killing me. I signed all kinds of waivers about frightening things that would happen to me in 10-15 years, but the doctor said he was only concerned about getting me through the next five years. (Today I am alive to experience those effects!).

During that year, fall 2000 through fall 2001, I worked every day at Mt.SAC except for a total of three weeks off for the three surgeries. I came back quickly, tucking my drain into my tights and teaching my classes even though there were days when I could only do so from a chair. I not only lost all my hair, but my toe nails as well, which made wearing shoes and walking, much less teaching dance, extremely painful. But the pilates classes brought me joy, because there, I felt creative, calm, and knew I was helping others overcome the imbalances in their bodies. Often when I was in pain, I would focus on ways to organize the pilates classes or re-arrange equipment for better accessibility, or new images to use in instruction. I looked forward to pilates because it was helping me so much in my current situation.

What was even more important to me than the emotional strength pilates gave me, was the incredible physical rehabilitation that pilates became for me. While in the hospital, after the first surgery, I experienced a lot of nerve pain. The cancer had metastasized into my lymph nodes and a tumor had also formed under my arm. Removal of this tumor and additional lymph nodes caused nerve damage. I intuitively held my arm and started moving it to release the nerve pain. Upon returning home, I worked on my pilates equipment, rehabilitating myself from the pain and from the loss of movement. As I moved through chemotherapy and radiation, I developed scar tissue, bone and muscle loss, extreme fatigue, nausea, and a constant burning in my chest that was excruciating. But I continued every day using pilates to enable me to get out of bed and work.

Toward the end of treatment I was exhausted and had no immune system left. I continued to teach but in July 2001 the bone pain I experienced became so intense no

drug was able to bring relief. I found myself screaming in pain and ended up in the hospital with pain I never thought possible, sores covering the inside of my mouth and throat and my bones feeling as though they were crumbling. I lay in the hospital for days and on one of those days I opened my eyes and saw my doctor standing in the doorway staring at me. I knew from the look on his face that he didn't think I was going to survive. I remember thinking, "no way! I'm walking out of here. I'm going to beat this." Several days later I left the hospital and went home. I was at my lowest point physically and emotionally. The treatment was over. I had survived but the physical damage was intense. Now the work began to re-build my weak, poisoned physical body and my exhausted, fearful spirit.

The doctors were never able to give me any real information about rehabilitation or nutrition during my treatment and the cancer society was basically useless in my area, so I took charge of my own rehabilitation. But now I knew that I couldn't do this on my own. I needed help, so I went to a pilates practitioner in Solana Beach, California, Amy Lange. I trusted her and asked her to help me re-build my body and deal with some of the fear I was experiencing. I was so frail and sick I couldn't imagine getting my body back to where it had been before cancer. Amy used her pilates skills and experience to work with me during this delicate time. After three months I had strengthened my body, partially detoxified from the poison and overcome my fears. Having to go through such an ordeal has confirmed my belief in the positive benefits of pilates. My pilates practice helped heal my body and soul.

I have taken time to discuss my cancer recovery because pilates was the only work I was able to do that was gentle enough and could adapt to my physical condition,

while at the same time providing a means to rehabilitate. Being able to continue to practice pilates throughout my treatment enabled me to continue working, boosting my mental outlook. The reason pilates was, and is, so effective in such circumstances is because it not only incorporates floor mat exercises but equipment that is amazingly appropriate for all kinds of physical issues, especially for those who are unable to yet stand or move easily. Joe Pilates created some of his equipment through experimentation in a hospital using hospital beds to get patients moving while still lying down. One such piece of apparatus, the Reformer, is a bed that glides on rails using spring resistance. I was able to lie down and execute conditioning exercises with adjusted resistance and in so doing, keep my body moving.

The Cadillac, another piece of equipment Joe created, is wonderful for shoulder girdle area rehabilitation and moving through different ranges of motions while lying down. Exercise on this equipment helped me to not only rehabilitate my surgeries, but also my weakened physical and spiritual self. Additionally, the exercises enabled me to continue teaching, which meant everything to me.

I have continued to develop the pilates program at Mt.SAC. We now have six Reformers, a Cadillac, a Tower, two Wunda Chairs, a Ped-a-Pole, High Barrel, three low barrels, and twelve wall mounted Pilatessticks (a complete pilates studio). I have made over thirty instructional videos that I use in conjunction with the apparatus and mat work, and I have compiled small props to be used with special needs students.

CONCEPTION OF THE SABBATICAL

The opportunity to go on sabbatical became important to me in 2006 after having taught in the California College systems for 29 years. I wanted to take a break from teaching in order to further my pilates education and to prepare for creating a pilates certificate at Mt.SAC. The dance department had discussed and decided to pursue the development of a certificate and I was in charge of researching, developing and implementing a certificate that would best serve our students. The sabbatical would give me the time to do the research, planning and make decisions about the best approach and format for a pilates certificate. I also wanted to complete a second comprehensive certification with Marie-Jose Blom at Long Beach Dance Conditioning because she is known for her in-depth scientific training and is an internationally recognized teacher of pilates. I also felt this would compliment my previous certificate training, giving me a better balance of experience and education.

The problem with including the training course in the sabbatical proposal was timing. The proposal was due in fall 2006, but at that time the dates for the teacher training sessions in 2007-2008 had not been posted. I also was not sure if I could acquire the necessary funding which was over \$7,000.00. For the above reasons I did not include the teacher training courses in the proposal, but later was able to acquire funding and was accepted into the fall 2007 program at Long Beach Dance Conditioning.

The sabbatical proposal was laid out in two phases:

1. A survey to gather information from pilates organizations that offer comprehensive certifications.

2. A workbook of assignments for possible new courses to be offered as part of the Mt.SAC certificate.

I knew the second phase would be difficult since I had not yet laid out the certificate or developed the curriculum, but I felt progress toward an assignment workbook would be helpful later. Following is my process of developing the sabbatical proposal and the process of completing each phase.

SABBATICAL PHASE I

The decision to develop a pilates certificate at Mt.SAC meant looking at existing certification programs in the pilates industry. A comprehensive certification denotes being trained on all the traditional pilates equipment and mat. Many training programs only focus on mat or mat and Reformer. A comprehensive certification includes theory, mat, and five specific pilates apparatus.. The dance department is interested in providing a comprehensive certificate; therefore I felt it necessary to compare certification programs in southern California and to determine the “norm” in the industry for cost, requirements, and hours of instruction, observation, self-integration, apprenticeship and philosophy.

Most certificates are offered through private pilates studios. There are no colleges that offer a comprehensive certification or degree. I decided to select fifteen studios that offer comprehensive certifications and develop a survey to address the above elements. I would also consult the Pilates Method Alliance (PMA) via website for the standards they have established for the pilates industry. (PMA is the international professional association whose mission is to establish certification and continuing education standards for pilates professionals) (pilatesmethodalliance.org).

After receiving the results of the survey I planned to use the information to aid me in organizing and outlining a certificate that would meet the industry's standards, but be accessible to our students in terms of cost and time.

The first step was to compile a list of certifying studios. I used my own affiliations in the pilates community as well as referencing a list compiled by Pilatesstyle Magazine in their January/February 2008 issue resource guide. There were only nine certifying studios in southern California, so I expanded to include two from northern California, one from New Mexico, one from Nevada and one from Arizona. I also included Orange Coast College, even though they do not offer a comprehensive certification, because I wanted a college represented. OCC offers a Pilates/Dance Conditioning Instructor Certificate.

The survey I developed included a request for basic information on each facility and specific information on the following:

1. Cost of the comprehensive certification
2. Total hours for the comprehensive certification
3. A breakdown of hours
4. Pre-requisites
5. Whether anatomy is included
6. Apprenticeship
7. Job referrals
8. Philosophy of the program
9. Membership to PMA
10. Qualifications of teaching faculty

11. Whether the comprehensive certification is offered in separate components

Out of the fifteen surveys sent, I received nine responses. A summary of the survey results confirm the following points:

1. Cost: The average cost of a comprehensive certification is \$4,239.00. (High = \$7,900 & low = \$500). Relevance: Mt.SAC could offer one at a significantly lower cost than the average (approximately \$300-\$400).
2. Hours: The survey showed an average of 500 hours for a comprehensive certification and the PMA requires 450 hours. Relevance: we could easily meet the hours and go beyond the average to give our students a more thorough preparation.
3. Breakdown of hours: The survey showed that most of the surveyed facilities offered separate certification components. Relevance: I have decided to separate the certificate program into two parts: Level I Mat & Theory, and Level II Equipment. This will provide more options for students who may not need to train on equipment. Those who desire a comprehensive certification would continue with the Level II.
4. Pre-requisites: The survey showed that most had pre-requisites of group and private classes. Relevance: I am certain we will need a pre-requisite of the Mt.SAC Alignment & Correctives course, to ensure some pilates knowledge and exposure before embarking on the certificate course of study.
5. Anatomy: The survey showed that all surveyed felt anatomy and body mechanics are necessary components of a good certification program. Relevance: I plan to

develop a course in Anatomy for Pilates and to include application of anatomy and bio-mechanics in the rest of the courses.

6. Apprenticeship: The survey confirmed apprenticeship is a necessary component of a thorough certification program. Relevance: I am researching how to implement this aspect into a Mt.SAC certificate possibly through work study or internship.
7. Job Referrals: The survey indicated that most studios either hired some of their graduates or gave referrals where appropriate. Nine out of nine give referrals. Relevance: Establishing connections with some of these facilities and demonstrating the high standards and training of Mt.SAC students in the pilates certificate program will enable these students to compete in the job market.
8. Philosophy of training: The consensus was the need for qualified instructors with a deep understanding of anatomy, kinesiology, posture, bio-mechanics and assessment methods. Additionally, certified instructors need the ability to ensure client safety and the knowledge to modify the pilates repertoire to meet individual needs. One should be able to structure client sessions in a way that is creative, inspiring and transformative. The training program should be able to instill ethics, communication skills and respect for the pilates method. Relevance: I am certain that the above criteria and philosophy can and should be incorporated into a Mt.SAC pilates certificate. All of the above criteria can be included in the theory and repertoire classes to be developed.
9. Membership in PMA: Nine out of nine belong to PMA. Relevance: After a certificate is established at Mt.SAC, I believe it would benefit the students if we

joined PMA as a certifying institution. This would give more credibility to the certificate and therefore help students to acquire employment.

10. Qualifications of teaching faculty: The survey showed that the qualifications needed to teach a certificate program are in keeping with the PMA standards which are:

“Anyone teaching the pilates method attend a comprehensive training program and maintain a commitment to continuing education. All educational programs teaching the pilates method should provide the following:

- Names of the apparatus and all of the various parts.
- Names of the exercises.
- The appropriate sequencing of the exercises, repetitions, and use of resistance.
- The appropriate set-up of the apparatus for each exercise including all possible safety issues.
- Proper spotting and verbal cuing techniques for each exercise.
- The components of each exercise. (rhythm, tempo, dynamics, breath, flow, etc.)
- The objectives of each exercise.
- How to effectively modify, break down, and/or adapt an exercise.
- How to design a client’s specific program. How to choose which piece of apparatus to use for a particular exercise.

A comprehensively trained teacher must have practical knowledge of the complete exercise system to include:

- Its philosophy and purpose.
- The primary goal of each exercise.
- The ability to modify the exercises without losing their main intent.
- Pacing the workout for an effective movement experience.
- Communication specific, applicable corrections
- Understanding the uses of appropriate hands-on ability.

The teacher must be able to:

- Accurately assess a client’s posture and movement patterns.
- Understand what the client is doing in a session.
- Have the ability to build an appropriate, client-specific program.
- Pace the work out for an effective movement experience.”

(<http://www.pilatesmethodalliance.org/whatispma.html>)

Relevance: I meet all these standards and two other dance faculty are on their way to meeting these qualifications.

11. Comprehensive certification in components: The survey showed that five out of nine studios break the certificate into components. Relevance: I plan to break the certificate into two sections: Level I (mat and theory) and Level II (equipment). I believe this will make the certification process accessible to more students.

BENEFITS OF A PILATES CERTIFICATION

The survey confirmed my ideas about the significant benefit in offering a comprehensive pilates certificate at Mt.SAC. We can offer a rigorous, qualitative certification at a significantly lower cost and therefore provide job training for students who desire to enter the pilates profession. Even with the downturn in the economy, I believe there is a demand for qualified pilates instructors and jobs in various facilities such as private pilates studios, health clubs/gyms, physical therapy centers, chiropractic care facilities, massage therapy centers and recreational centers. According to Balanced Body, a certifying organization and manufacturer of equipment: In the United States “pilates participants have grown in number from 1.7 million in 2000 to 10.6 million in 2006 (600% growth in 6 years)” (longbeachdance.com)

According to the 2008 IDEA Fitness Program Survey, “pilates and yoga remain strong in the industry, with 68% of survey respondents offering pilates...” (Schroeder 25). In the recent publication by Dr’s Roizen and Oz, “The exercise philosophy preferred by more than 9 out of 10 rehab specialists is Pilates...” (Roizen et al.190).

As health care specialists start to understand and witness the benefits of pilates more will want to refer their patients to pilates. Many physical therapists have themselves started to train in pilates and the demand has generated special pilates training geared specifically for physical therapists.

I am convinced that developing a pilates certificate at Mt.SAC will benefit our students and our community.

SABBATICAL PHASE II

Phase II involved putting together a draft of student assignments compiled into a workbook. This student workbook will be used in the certificate program to augment lectures, discussions, reading assignments from textbooks, handouts and practical application. The workbook will be used in the following *projected* new courses: Pilates Theory, Anatomy for Pilates, Pilates Mat Repertoire, Pilates Reformer Repertoire, and Pilates Cadillac & Wunda Chair Repertoire.

Although these courses have not yet been developed, I have completed outlines for the courses and have a list of possible textbooks (see list at end of this report). The assignments are designed to help the student integrate scientific information, theory and teaching skills with the pilates method of conditioning. Phase I confirmed the need to train potential pilates instructors in body mechanics, anatomy, safety, posture assessment, structuring sessions, cueing, modifications, etc. These are the objectives to be integrated into the workbook assignments.

The workbook assignments will assist in accomplishing the above objectives. For example, in Assignment #1 the student is asked to observe the curves of the spine in the sagittal plane on a skeleton or illustration and to describe the directions of the curves. The students will find that information in their reading assignments (Blandine & Clippinger) and from lecture. They are then asked to describe how these curves are at birth and how they develop in a adult. They will find the information from reading assignments in Body 3 by T. Myers. This is important in order to understand how the

spinal curves functions in upright activity. The assignment goes on to ask the student to name these curves when they are *abnormal*, thereby helping them to recognize deviations in the spine. Students will find this information from reading assignments in Clippinger and from lecture. Lastly, the student is asked to list a pilates exercise for each postural deviation that would help to improve the condition. This part of the assignment integrates the information with pilates to help the student understand the importance of selecting appropriate movements to address posture and muscular imbalances.

The workbook assignments are grouped into six sections:

1. Anatomy for Pilates
2. Client Assessment
3. Pilates Theory
4. The Breath
5. Pedagogy
6. The Business of Pilates

These sections will correlate with the courses to be designed as part of the pilates certificate program. I came up with these assignments from fifteen years of pilates study and teaching experience, an extensive pilates education, hundreds of hours of self-study in pilates and almost forty years of human movement study and experience.

The workbook is a *draft* and will need further editing. I had wanted to include graphics, but found it unaffordable. I hope to be able to purchase a DVD-ROM of human anatomy and one of anatomy for pilates created by Primal Partners in London, UK. They include the right to reproduce the graphics in education formats. While developing the new courses for the pilates certificate I will undoubtedly make changes, edits, additions, add graphics and reformat the workbook. I submitted a draft in my original report that I hope will develop into a teaching aid for the nine new courses to be created.

BENEFITS OF PHASE II

There are many benefits of putting together the student workbook. The students will be able to purchase one workbook to cover all their certificate courses. The workbook will give specific tools for measuring student's understanding of the course information as well as a means to measure their skills. The workbook will be one of several tools to ensure consistency of the focus and philosophy of the course material from instructor to instructor. Because all the certification courses relate to one another and progress toward a common goal, the workbook will, in a sense, be a record of the student's work throughout the entire process.

PILATES COMPREHENSIVE CERTIFICATION PROGRAM AT LONG BEACH DANCE CONDITIONING

The most exciting part of my sabbatical was the five months I spent training with Marie-Jose Blom at Long Beach Dance Conditioning (LBDC). I secured a loan to fund the cost of the entire program which was \$7,000.00. I then applied for the fall 2007 program and was accepted.

A preparation course was required called Core Intelligence. This thirty hour program covered the latest theories concerning *the core*, which in pilates refers to the bones and muscles in the trunk area such as the spine, pelvis, abdominals, pelvic floor muscles, diaphragm and deep spinal muscles. The course delves into the anatomy and science of the core, posture analysis, verbal and tactile cueing of the core, bio-mechanics, use of props and basic pilates repertoire used to teach core stability and mobilization. The founder of the training program, Marie-Jose Blom, has developed some unique

bodies of work that address different aspects of the core such as, *The Sling Systems* , the *Smartspine System*[™], the *Wheel System* and *Diagonal Tactile Concepts*.

The main part of the training course, *Advances in Pilates Techniques*, is a four month, 400 hour program, that teaches all levels of the pilates equipment and mat repertoire. Also included, are in-depth anatomy and bio-mechanics, practical applications, pilates theory, assessment skills, modifications and much more. Ms. Blom's forte is verbal/tactile cueing and imagery. She combines pilates technique with dance medicine and is always updating her information through continuing education and research, traveling the world to study with those breaking new ground (longbeachdance.com).

CORE INTELLIGENCE

The preparation course, *Core Intelligence*, was formatted into three weekends (Sat. & Sun.) for a total of thirty hours of instruction. I took this course in August 2007. The objectives of the course are to introduce and study pre-pilates or foundation pilates concepts and exercises. The course I attended had approximately 20 students.

The meaning of *Core Intelligence*, according to Ms. Blom, is to experience and *feel* the movement through, what the industry calls, an intelligent approach. *Core Intelligence* also develops an “inner muscle awakening” builds a “strong foundation for posture and movement” and “improves knowledge of the body” resulting in an internal transformation (Blom 3).

The benefits of foundation work (pre-pilates) are “form and alignment, focus (proprioception), coordination and timing of the neuromuscular system and balanced stability” (Blom 4).

Ms. Blom defines the core very specifically and scientifically and has developed an approach to teaching these difficult concepts to clients through her development of imagery and cueing with *Diagonal Tactile Concepts* and the *Wheel System*. The former is described by Ms. Blom as, “a system of tactile and verbal cueing using neural pathways to educate alignment during the movement” (longbeachdance.com). The *Wheel System* is defined by Ms. Blom as, “imagery to indicate the global biomechanics of the joints to guide specific movements and gain a simple understanding and feel for how structures move and influence other structures” (Blom 65). Another important component we learned to use was the *Sling System* which “addresses every aspect of ‘the Core’ reinforced by springs and slings on the Trapeze Table for biofeedback and technique support” (longbeachdance.com).

The Core Intelligence course included the following: philosophy, skeletal anatomy, muscle movement analysis, concepts of the core, local vs. global stabilizers, movement directions, body landmarks, posture analysis, restoring the core, benefits of core stabilization, stability model of the core, the respiratory system, exercises for the diaphragm, neutral spine and pelvis, the lumbo pelvic and hip complex, recruitment of the multifidus, recruitment of the pelvic floor, recruitment of the transverses abdominis, pilates mat repertoire (foundation), wheel system imagery, foundation equipment repertoire (Cadillac and sling system), arc barrel and sequencing the above repertoire (Blom).

One can see the extensive amount of information covered in this course. Between weekends, I spent an average of 15-20 hours a week studying the manual, my notes, practicing and integrating the information as well as referencing other sources that I was

exposed to through the course. The first two weekends primarily consisted of lecture and some lab. The last weekend was primarily lab.

I was introduced in this course to the work of Diane Lee (PT) and Linda-Joy Lee (PT) who have years of clinical studies on thoracic, lumbar and pelvic dysfunction. Ms. Blom has studied with both women and has integrated new information and research into the Core Intelligence course. Of particular interest to me was a new classification of core muscles as either local or global stabilizers (Blom 11-14). Studying this concept helped me to understand scientifically much of what I had learned of pilates but had trouble explaining. This concept of the local stabilizer being the *inner core* was a key to understanding the next concept I found to be eye opening. That is, the core is a cylinder and the back side of the core is critical to proper functioning but is usually overtaken by global stabilizers at the front of the core (Blom 21, 28, 46) My first pilates certification never discussed the backside of the core and therefore an important element was missing. My years of study and practice all fell into place with this new information. Ms. Blom has found practical ways to integrate all aspects of the core through propping, tactile/verbal cueing and imagery. She has designed simple but effective ways to recruit the local stabilizers of the core. Another concept that stimulated my study was the stability model of the core (Blom 24). The original model by Panjabi had three components, all physical, but Diane Lee and others have come up with an integrated model that includes a fourth component, emotions (Lee 42). This makes sense to me and is something I plan to study more in depth. All of the above information, and more, has proven to be invaluable in my current classes and will influence the development of the Mt.SAC pilates certificate.

BENEFITS OF CORE INTELLIGENCE

I have benefited as a teacher from the Core Intelligence course in so many ways. I have a deeper understanding of the scientific how and why of the pilates foundation work and practical applications of that knowledge that directly benefit my students. I have resources to draw upon for further study and I have a wealth of information that I will be processing and integrating for years. Pilates is about unifying the body with the mind and according to Ms. Blom, “leads to the internal physical transformation (self-integration) that underwrites strength, health, and beauty. This is a process, not an event and requires a curiosity to constant renewal” (Blom 4). I have that curiosity. This experience has been transformative for me and will directly benefit the dance department, my students and the college.

ADVANCES IN PILATES TECHNIQUES

The course that embodied the bulk of the training called Advances in Pilates Techniques, spanned four months, September – December 2007. I participated with a group of people that became my temporary family. We studied together three days a week from 8:00am-1:30pm and every other weekend from 9:00am-1:00pm. We spent additional hours together in group practice. The class consisted of 19 students. I was the only pilates teacher. There were two physical therapists, a yoga instructor, a ballet teacher/studio owner, and 15 others from various walks of life ranging in age from 19 to 60 and all wanting to pursue a career that included pilates. This course was extremely

difficult physically and mentally but at the same time joyous. I loved every minute of this experience and found it to be transformative.

The objectives of this course were as follows: learn all levels of the pilates equipment repertoire, the mat work, functional anatomy and bio-mechanics, learn to assess client needs and how to create effective client sessions, learn how to use hands on techniques to guide the exercises and the language of teaching (longbeachdance.com).

My typical day of attending this course follows. I rose at 3:30am and left at 4:15am, driving to Long Beach from my home in Murrieta and arriving at 5:50am. I opened the studio (I was given a key because I arrived so early to avoid traffic) and I practiced from 6:00am-8:15am. Other students started arriving around 6:30am and we often worked together integrating material we had learned in the prior session. We had a physically diverse group which was wonderful to practice on and it was helpful to have two physical therapists in the class. Ms. Blom arrived at 8:15am and we began at 8:30am. Other than one 20 minute break, the day was packed with instruction. At the end of the session I either observed a group class or took a private session from one of the studio instructors (trained and approved by Ms. Blom). Otherwise, I drove home and studied my notes. On the days between training I practiced in my home studio (equipped with the pilates apparatus). The weekend training sessions were primarily a combination of lecture (using Primal Picture technology) and lab. The subjects of these weekends were:

1. Functional anatomy of the foot and knee
2. Functional anatomy and biomechanics of the knee joint
3. Functional anatomy and biomechanics of the hip and pelvis
4. Anatomy and biomechanics of the spine
5. The abdominal structures
6. Anatomy and biomechanics of the shoulder girdle

7. Special weekend on the Wunda Chair
8. The business aspects of pilates

During the above weekend sessions I was exposed to other influences in the approach of Ms. Blom, such as Thomas Myers, Eric Franklin, A.I. Kapandji, and V. Janda. These sessions included practical applications of the information covered.

Ms. Blom emphasized to us how all levels of pilates really depend on understanding the foundation concepts. She is a master at implementing the foundation concepts into every aspect and level of the work. I made some important changes in my own personal practice as well as becoming a resource to some of the students who were struggling with the overwhelming amount of repertoire. We learned three levels of mat and equipment repertoire totaling 322 exercises, not including modifications or special props! We were also given nine written assignments that complimented the studies and lectures (particularly the functional anatomy) during our training. We had one week to complete each assignment and it was then graded and returned. These assignments were quite challenging and often forced us to work together as a team to come up with the correct information. I found this rewarding because we learned from each other's strengths and perceptions.

The course consisted of the following breakdown of hours:

- 100 hours of instruction
- 80 hours of observation
- 100 hours of self-integration
- 10 hours of assistant teaching
- 8 hours of active client teaching

I particularly enjoyed observing Ms. Blom because she no longer works with the average client. She only accepts clients with special needs. Observing her was enlightening. Although she charges \$125 a session, I can see why her clients are willing to come and

pay that amount on a weekly basis. The way Ms. Blom moves a client through a session is artful. She anticipates every need and finds solutions for unusual difficulties. Her focus on the client, tactile/verbal cues and transitions are inspiring. She is a master and practices what she teaches us. She is a role model and mentor. Watching her teach I realized that I had made the right decision to take the sabbatical and train with her, working to absorb the wonderful material she has to offer.

BENEFITS OF THE LBDC PILATES TRAINING

I have deepened my pilates education which not only benefits my current students but will aid me in creating a Mt.SAC pilates certificate. Also of benefit, the LBDC pilates training includes at no additional cost, continuing education through “mixers”. These 3-4 hour sessions are scheduled by Ms. Blom 3-4 times a year and include lecture, demonstration, and special topics presented by Ms. Blom and guest speakers. During my sabbatical I attended three mixers that included topics such as: neutral pelvic position, introduction of the new Balanced Body step barrel, concepts of alignment, the Reformer jumpboard, a history of Joe Pilates’ equipment and the life and work of Eve Gentry. These mixers are great for updating information, networking with other pilates professionals and learning about new directions in the pilates industry. I plan to attend future mixers as part of my commitment to continuing education.

THE DALLAS TRIP

I took a week in October, 2007 to visit Dallas, Texas and survey a number of pilates studios. The Dallas area has only one certifying agency for pilates certification and I wanted to see how that affected the diversity of services. I called ahead to make arrangements to visit, take classes and if possible, interview owners or trainers.

I visited three facilities in the Dallas area. The first was Move Studio. I met the director, Amber Frye and she showed me her facility which included fitness and yoga, and had a well equipped pilates room with 4 Reformers, 1 Cadillac, 2 Towers, 2 Chairs and some barrels. I was surprised that she did not offer group equipment classes, only group mat classes. I observed one of her teachers giving a private pilates session and then interviewed Ms. Frye further. She informed me that all her pilates teachers, herself and most in Dallas were trained by Power Pilates.

My second studio visit was to Get Reformed Pilates in Frisco, Texas. I interviewed the owner, Rebecca Swieczkowski, for two hours and then took one of her group pilates Tower/Mat classes. She has a small studio with two rooms (one for equipment and one for movement and mat classes). Her studio offers a full schedule of pilates as well as yoga and dance. She has 4 Reformers, 1 Cadillac, 6 Towers, 2 Chairs and barrels. Rebecca and all her instructors are also trained by Power Pilates. Rebecca also has a strong background in dance and has taught in a Dallas college and so I enjoyed discussing our respective situations.

The third studio visit was to a large fitness/gym facility called Telos Fitness Center in Dallas. This beautiful facility had a large, fully equipped pilates room where group equipment classes and privates were taught and a separate room for group mat classes. The center has 8 pilates instructors including the director, Veronica Combs. Some of the classes offered are: Mat, Tower, Tower/Mat fusion, Pilates on the Ball, Reformer Circuit and Pilates Pump. I was not able to interview Ms. Combs, but I did take three group classes and one private from four different instructors and was able to talk to each of them. All the instructors were Power Pilates trained and the Telos Fitness

Center is the only pilates certification facility in the Dallas area and they offer Power Pilates certification.

I find it interesting that one pilates certifying organization has such complete dominance in a city as large as Dallas. It appears that *everyone* teaching pilates in Dallas is trained by Power Pilates. The problem I have with Power Pilates is that all the teachers I have come in contact with, including those in Dallas, teach with stock phrases. The teachers throw around phrases like “use your powerhouse” but never explain what they mean by that command. Never did any of the Dallas instructors give any real instruction in the concepts. Absolutely no foundation work was included. The equipment repertoire is basically the same as most other pilates programs but Power Pilates uses *very* heavy springs. In my opinion, this turns pilates into a gym type of workout with pushing and pumping, which goes against what I believe are the most fundamental concepts of the pilates method. What makes pilates unique is the focus on alignment/posture and learning to “turn-on” the deep core muscles in order to stabilize the trunk while the limbs are released to move with ease. Subtle, deep focused work is required to achieve these results. Power Pilates focus is on moving quickly with heavy resistance which forces one to use global muscles instead of the deeper local muscle stabilizers. My hope is that someday someone moves to Dallas and opens a studio that brings a different approach to the pilates community.

ADDITIONAL PILATES VISITS

I visited a few of my pilates colleagues in southern California to talk “shop” about pilates, observe or take classes and see their facilities. I visited Orange Coast College and met with the director of the pilates classes and the Pilates/Dance Instructor

Certificate, Amelie Hunter. Amelie showed me the facility and we talked about her program. I learned that their certificate is not strictly pilates and is not comprehensive in terms of the equipment.

I also visited with OCC instructor Pauline Hagino and took some of her classes. Pauline is pilates certified at LBDC and is also a certified Gyrokinesis® instructor. Pauline is a wonderful teacher and we spent hours talking about the pros and cons of teaching pilates at a college. I visited Pauline at OCC on three separate occasions and took four classes (8 hours) in pilates. I also took a few Gyrokinesis® classes. I found the conversations with Pauline useful in processing my ideas about building a certificate at Mt.SAC.

I also visited a pilates colleague in La Jolla, Cloye Johnson, in spring 2008. Cloye and I trained together at BASI in 1999/2000. She has a studio where she trains clients privately. My conversations with Cloye are always inspiring and informative. Cloye is also one who is constantly studying and developing as a pilates teacher. She is extremely intuitive and I always marvel at her observations and at how she integrates information. In addition to some wonderful hours of dialogue, Cloye allowed me to teach three of her clients. Afterward she gave me an evaluation and I found the process to be very helpful in cementing some of my new techniques and ideas.

SABBATICAL BENEFITS TO THE COLLEGE

The sole purpose of the sabbatical was to research, plan, study, train and make decisions for formatting a pilates certificate at Mt.SAC. The survey process, the student workbook draft, the advanced pilates education and visitations all came together to

prepare me for developing one, or two pilates certificates, and approximately nine new courses for those certificates. The benefits of the sabbatical are as follows:

1. I have gathered the information necessary to create and implement a pilates certificate program. I also have new information to create curriculum for that certificate.
2. This benefits students by providing a non-threatening, non-intimidating environment for a rigorous program of pilates education.
3. This enables students to pursue vocational goals and careers that include pilates such as:
 - Pilates instructor in a studio, home, gym or clinical setting
 - Personal trainer
 - Athletic trainer
 - Physical therapist
4. The students benefit from a cost-effective program at Mt.SAC as an alternative to existing certification programs that would be cost prohibitive.
5. The project has benefited my professional growth by dramatically expanding my pilates knowledge and ideas. This will benefit students and the college as I use this education and information to develop courses. My current students in the Alignment & Correctives classes are already expressing benefits from the implementation of the sabbatical education.
6. The PE/Dance Division has invested in a fully equipped pilates studio and we are ready in terms of equipment requirements to move forward with a certificate; therefore, the expansion to develop a certificate is eminent and the sabbatical has prepared me to implement the certificate program.

7. The sabbatical and resulting curriculum and certificates are supported by the college's mission statement "...support them in achieving their personal, educational and career goals...", the Vision statement, "to be a leader in teaching, learning, programs, and services" and the college's Core Values, "lifelong learning and student focus." Once the certificate is implemented, Mt.SAC will be the only college in southern California to offer a comprehensive pilates certificate. This will be in keeping with the college's vision statement, "to become a premier community college."
8. Students who wish to transfer to a four year college will find the pilates certificate an excellent preparation. The envisioned courses should articulate to other programs. For example, California State University, Long Beach offers a B.A. in Dance, Option in Dance Science which includes pilates and body placement courses. I believe more four year colleges will start to develop degrees in dance science. A pilates certificate will be a preparation and possible articulation to these degrees.
9. The pilates certificate will directly benefit our dancers. We have many dance students who do not transfer to four year colleges. They instead perform professionally and/or teach in private studios, gyms, etc. A pilates certificate will give them qualifications to teach pilates in addition to dance which will make them more marketable and give them more career options.

SUMMARY OF SABBATICAL BENEFITS

For Myself: I have increased my knowledge in the pilates method of conditioning and have applied that knowledge to current curriculum. I am currently working on the proposed pilates certificate as a direct result of the sabbatical projects. The projects (survey, workbook, education and studio visits) have helped prepare me for the undertaking of developing a comprehensive pilates certificate at Mt SAC.

For the Dance Department: It is one of the stated goals of the Dance Department to develop certificates in pilates. The sabbatical has laid the groundwork for the certificate and the associated curriculum.

For Mt. SAC: The sabbatical has assisted in providing a marketable certificate in one of the fastest growing segments of the Fitness/Dance industry. Students will benefit with resulting job opportunities. Mt.SAC will benefit by being the first community college in California to provide a comprehensive pilates certificate. The information gained in this sabbatical has enabled me to begin development on the proposed certificate.

CONCLUSION

The sabbatical journey was at times difficult and challenging, but always exciting and stimulating. I am not sure how much actual rest I enjoyed, but I certainly fed my mind, challenged my body and nurtured my soul. I have come away from the sabbatical with renewed energy and passion for my teaching career. I have developed ideas for preparing and implementing a pilates certificate at Mt.SAC, and laid the foundation for that project. I have deepened and extended my pilates education in order to provide the best organization, and model, for a pilates certificate and to enhance my current classes.

Pilates is not just a method of conditioning, it is a philosophy. According to the late Eve Gentry (a pilates elder/legend), "Pilates is not just a series of exercises. Pilates is a concept, it's a philosophy. You can learn every exercise on every piece of equipment and you don't know pilates. So don't think that just because you know the exercises or can teach the exercises that that is pilates. It is not. Pilates is a concept, so learn and understand the concepts. I teach concepts. If you just teach exercises, then I'd have to ask you, are you a teacher or are you a conveyor belt? You will not grow as a conveyor belt, you'll get stuck and the mechanism won't work. But as a creative and imaginative teacher, always seeking more, you will always grow and you will learn ten years from now a lot more that you didn't even know existed."(Workshop, Gentry). The above has become my teaching motto. I strive to teach my students the pilates concepts and philosophy, for this is what produces real change.

During my sabbatical I accomplished all that I said I was going to accomplish in my proposal, and more. I strove to create a wonderful year of education for myself that would benefit my students and Mt.SAC. I am one of only a handful of people in the

country who have completed two comprehensive certifications with two of the most renowned pilates teachers in the world. My teaching career has had bumps, lows and highs. Campus politics, faculty and administration who misunderstand the contributions of dance, physical education and the arts, and those who think we are “less than” or “a frill”, these are the roadblocks that I have faced for 30 years in the California Community College system. I often despair at such ignorance, intolerance and elitism. But I know from years of teaching, how students in my dance and pilates courses have found their class experience to be life-changing. My classes are no better than any other class on campus, but they are certainly *as transformative* as any other class offered on campus.

I have learned, in my life, that pain is necessary for change and change is necessary for growth. This has been my journey and I embrace it all.

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Potential Textbooks and Sources

The following sources are possible textbooks and references for new courses to be developed for the pilates certification. The student workbook assignments are designed to compliment reading assignments and lectures from these sources:

Bond, Mary. The New Rules of Posture. Rochester: Healing Arts, 2007.

Calais-Germain, Blandine. Anatomy of Movement. Seattle: Eastland, 1993.

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Sieg, Kay and Adams, Sandra. Illustrated Essentials of Musculoskeletal Anatomy. 4th ed.

Gainesville: Megabooks, 2002.



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MEMORANDUM

Date: December 8, 2008
To: Karol Ritz
From: Virginia Burley and the Salary & Leaves Committee
Re: Sabbatical Report **GB**

Speaking for the Salary & Leaves Committee, I have been asked to notify you that your sabbatical report is not acceptable as you have submitted it. There are a number of problems with the report.

1. The first one is formatting and completeness. A Sabbatical Leave Report needs to include not only the Table of Contents (headings, listings, data, illustrations, etc.), a copy of the sabbatical proposal and a statement of purpose, but also the whole report should have pages numbered consecutively.
2. Of more concern is the lack of depth and substance in the materials submitted. For a full year's leave, this project should demonstrate a more rigorous and thoughtfully developed report. Although the activities you developed are consistent with the activities you proposed, the Committee is concerned about what appears as superficial compliance rather than appropriate professional output with very little included that would allow a colleague to benefit from the activities. Much of what you have presented, beyond the report of survey results is material you have copied from sources without any indication of the criteria you have used to select the sources. In this regard, the project itself is confusing to Committee members since the Teacher Training Education Workbook includes little of what might be considered professional teacher education material and a series with basic assignments that give no professional guidance, standards, or assistance.
3. We find that there is frequently confusion about the requirements for a sabbatical report, especially the distinction between the project developed during the sabbatical and the *report*

COMMITTEE MEMBERS CHECKLIST FOR REVIEWING SABBATICAL LEAVE REPORTS

Sabbatical Recipient Karol Ritz Received 2/9/08

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. <input type="checkbox"/> Comprehensiveness 2. <input checked="" type="checkbox"/> Examples of pertinent materials 3. <input checked="" type="checkbox"/> Clear description of research design and methods of investigation (if applicable) 4. <input type="checkbox"/> Verification of course work units completed 5. <input type="checkbox"/> Substantiates conclusions, cites research or other sources of data 6. <input checked="" type="checkbox"/> Distinguishes between personal opinion, empirical results, research results, theory 7. <input type="checkbox"/> Uses scholarly approach with attention to detail 8. <input type="checkbox"/> Pages numbered consecutively 9. <input checked="" type="checkbox"/> Title page | <ol style="list-style-type: none"> 10. <input checked="" type="checkbox"/> Copy of sabbatical application proposal 11. <input checked="" type="checkbox"/> Statement of purpose 12. <input type="checkbox"/> Table of contents (headings, listings, data, illustrations, etc.) 13. <input checked="" type="checkbox"/> Summary statement includes value to college 14. <input checked="" type="checkbox"/> Contains pertinent appendices 15. <input type="checkbox"/> Footnotes (if applicable) 16. <input checked="" type="checkbox"/> Quality typed or professional hand calligraphy 17. <input checked="" type="checkbox"/> Submitted by deadline date |
|---|---|

(only 1 copy)

- Develop Pilates method certification program
wants to develop mini - certificates

Comments by Committee Member:

"Create a comprehensive study guide workbook"
This document hardly seems very meticulous -
How were the questions on the questionnaire designed?
Why were these questions asked? - The summary seems "is not"
Is there any new information in these results? - Did you find
anything that you did not already know? -
• Seems like this entire project could have been
finished in a month -
• I'm not sure what she discovered through her
research -

Recommendations by Committee Member:

- Accept as submitted
 Accept with modifications noted
 Not acceptable (Needs full Committee review)



 Signature of Committee Member

10 9 08

 Date

COMMITTEE MEMBERS CHECKLIST FOR REVIEWING SABBATICAL LEAVE REPORTS

Sabbatical Recipient Karol Ritz Received 2/9/08

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. <input type="checkbox"/> ? <u>Comprehensiveness</u> 2. <input type="checkbox"/> Examples of pertinent materials 3. <input type="checkbox"/> Clear description of research design and methods of investigation (if applicable) 4. <input type="checkbox"/> Verification of course work units completed 5. <input type="checkbox"/> ? <u>Substantiates conclusions, cites research or other sources of data</u> 6. <input type="checkbox"/> Distinguishes between personal opinion, empirical results, research results, theory 7. <input type="checkbox"/> ? Uses <u>scholarly approach</u> with attention to detail 8. <input type="checkbox"/> Pages numbered consecutively 9. <input checked="" type="checkbox"/> Title page | <ol style="list-style-type: none"> 10. <input checked="" type="checkbox"/> Copy of sabbatical application proposal 11. <input type="checkbox"/> Statement of purpose 12. <input checked="" type="checkbox"/> Table of contents (headings, listings, data, illustrations, etc.) 13. <input type="checkbox"/> Summary statement includes value to college 14. <input type="checkbox"/> Contains pertinent appendices 15. <input type="checkbox"/> NA Footnotes (if applicable) 16. <input type="checkbox"/> ? <u>Quality typed</u> or professional hand calligraphy 17. <input checked="" type="checkbox"/> Submitted by deadline date
<i>(only 1 copy)</i> |
|---|---|

Comments by Committee Member:

*was this a project leave?
 scholarly approach questionable - internet research (what about journals?)
 - how were 15 programs determined to be most reputable?
 - where are written responses to surveys?
 limited written statements about project development or what was learned through project
 - limited description of facilities or workshops*

Recommendations by Committee Member:

- Accept as submitted
 ? Accept with modifications noted
 ? Not acceptable (Needs full Committee review)

Emily Woelert
 Signature of Committee Member

10/1/08
 Date

SABBATICAL REPORT

2007-2008

Karol Ritz
Professor of Dance

CONTENTS

- I. Sabbatical Proposal

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 - A. Letter and Survey
 - B. List of facilities surveyed
 - C. Survey Results
 - D. Survey Interpretations

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 - A. Summary
 - B. Manual Draft

- IV. Additional Projects, Workshops, Accomplishments

- V. Appendix
 - A. Core Intelligence Pilates Certification
 - B. Breast Cancer Exercise Specialist Certification
 - C. CPR Certificate
 - D. Advances in Pilates Techniques Certification
 - E. Yoga Workshop
 - F. Yoga Teacher Training

Sabbatical Proposal

Karol Ritz

Professor of Dance

Sabbatical Description

The sabbatical will entail a project consisting of two phases. The first phase will be researching certification standards of the Pilates industry. The second phase will be the development of a student study guide to be used in a potential certification program.

PHASE 1

Research the certification standards of the Pilates industry. This information can then be used in the creation of Pilates curriculum and certification at Mt. SAC. Mt. SAC certification would then represent an effective and employable skill in the industry.

The resulting product for this phase will be an annotated listing of certification programs which will include relevant information to be used in curriculum development and evaluation of program efficacy.

The research will be conducted in the following manner:

Step I:

Identify the 15 most reputable/effective Pilates certification programs with characteristics that would be easily transferable to the Mt. SAC educational model.

Methods: Consultation with Pilates Method Alliance (National Governing Body)

Population research on the internet

Phone consultation with experts in the field

Consultation/contact with major commercial Pilates equipment suppliers

Timeline: By September 30, 2007

Step II:

Design a questionnaire to identify program characteristics. Important information will include:

Types of available certifications

Course of Study/ Class descriptions

Criteria/pre-requisites

Measurable objectives associated with each certification

Pricing for certification

Faculty qualifications or certifications

Educational philosophy behind the program

Methods: Written questionnaire which addresses curriculum and certificate organization.

Timeline: By October 15, 2007

Sabbatical Proposal

Karol Ritz

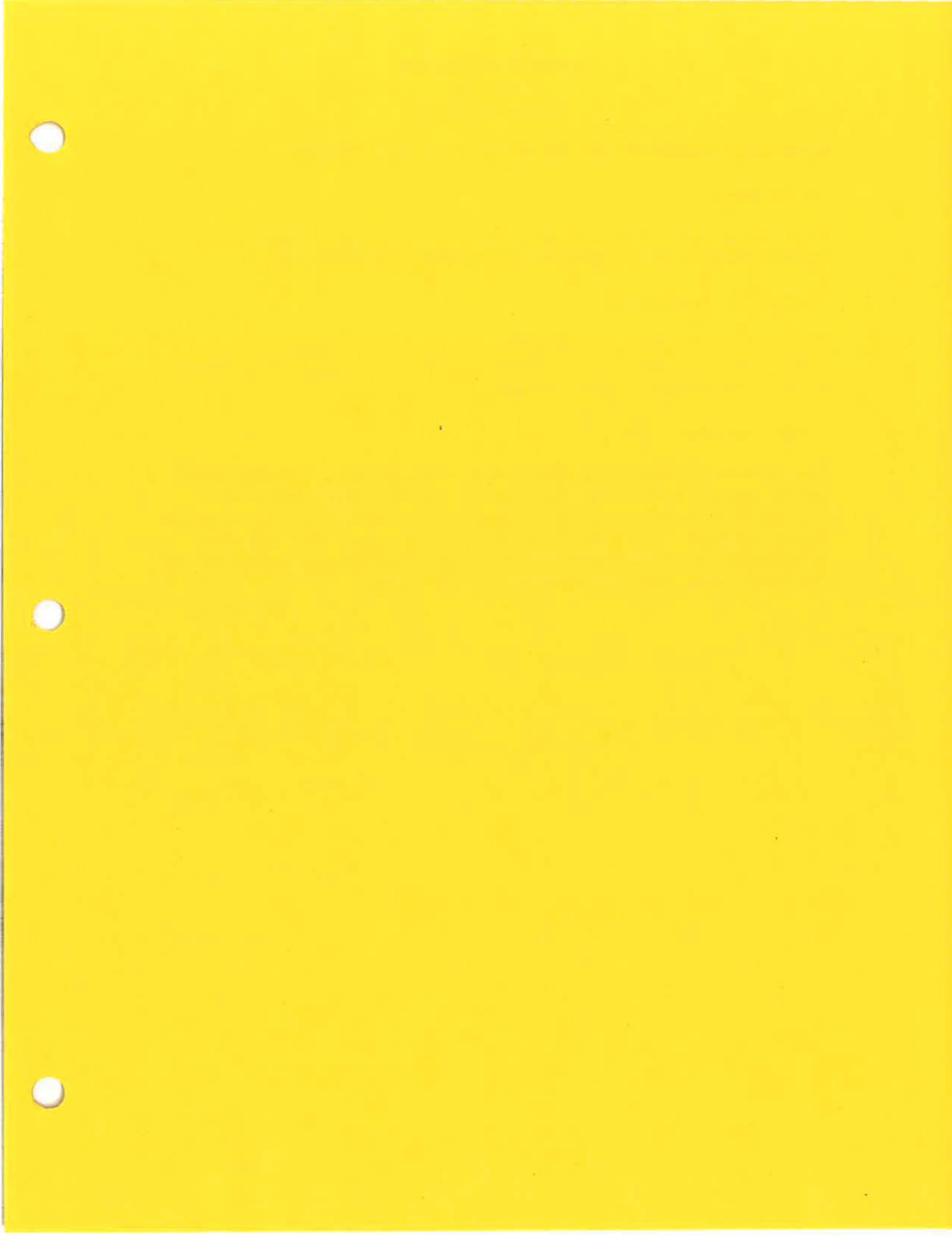
Professor of Dance

Step II:

Organize workbook content to address standardized certification guidelines as identified in Phase 1 above. Develop additional assignments, if needed, to address any areas previously overlooked in Phase 2, Step I.

Method: Integrate Phase 1 results with personal knowledge, format book.

Timeline: March through June, 2008.



Sabbatical Proposal

Karol Ritz

Professor of Dance

Abstract

The sabbatical will entail a project consisting of two phases. The first phase will be researching certification standards of the Pilates industry. The second phase will be the development of a student study guide to be used in a potential certification program. The information gained in the sabbatical will assist the college in providing a marketable certification in one of the fastest growing segments of the Fitness/Dance industry. This will result in excellent job opportunities for students completing the projected Pilates certification. Mt. San Antonio College will benefit by being the first community college in California to provide a comprehensive Pilates certification. The information gained/developed in this sabbatical will be pre-requisite to developing the proposed certification.

PILATES CERTIFICATION

LETTER
AND
QUESTIONNAIRE

PURPOSE

The purpose of the Pilates Certification Questionnaire was to gather information that would be helpful in shaping and developing a pilates certificate at Mt. SAC.

The goal was to send surveys to 15 California studios and/or institutions that offer pilates certifications. Only 12 were found; therefore, surveys were also sent to New Mexico (1), Nevada (1), and Arizona (1). Refer to the annotated list of facilities to follow.

Responses were received from 9 studios and the results tabulated (refer to survey results) and then interpreted (survey summaries).

February 26, 2008

Dear Pilates Educator,

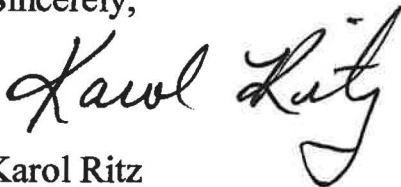
I am a Professor of Dance and Pilates at Mt. San Antonio College in Walnut, California and I am researching Pilates education facilities in the western states as part of my sabbatical project.

It is my intent to gather information on the Pilates programs that offer certification in order to determine the opportunities available for Mt. San Antonio College students (both in terms of training and teaching jobs).

I would appreciate it very much if you could take a few minutes to fill out the enclosed questionnaire and return it to me, in the envelope provided, by March 31st.

Thank you for your time and effort! This survey will help my project and benefit my students.

Sincerely,



Karol Ritz
Professor Dance & Pilates
(951) 704-0223

PILATES CERTIFICATION QUESTIONNAIRE

Thank you for answering the following survey.

Name of facility: _____

Address: _____

Phone #: _____

Website: _____

E-mail: _____

Contact Person: _____

1. Does your facility offer a comprehensive pilates certification?

Yes _____ No _____

2. Do you offer separate certification components?

Yes _____ No _____

3. If yes, please check the components in which you offer separate certifications.

_____ Mat _____ Auxiliary equipment

_____ Reformer _____ Combinations

_____ Cadillac (please list)

_____ Chair

4. How many hours are required for your comprehensive certification? _____

12. Are you a member of the Pilates Method Alliance? Yes _____ No _____

13. What are the qualifications required of your teaching faculty?

Additional Comments:

Please return this questionnaire in the envelope provided, and if you have a brochure on your education program, please also send.

THANK YOU FOR YOUR TIME AND EFFORT!!!

**Karol Ritz
24450 Leafwood Drive
Murrieta, CA. 92562**

ANNOTATED LIST
OF
PILATES CERTIFICATION
FACILITIES

PILATES CERTIFICATION FACILITIES

1. Long Beach Dance Conditioning

1116 E. Wardlow Rd.

Long Beach, CA. 90807

Ph. # 562-427-2203

Website: www.longbeachdance.com

e-mail: info@longbeachdance.com

Contact: Marie-Jose Blom or Wendy Wong

Description: Comprehensive but broken into components of levels. Requires intro course: Core Intelligence (30 hrs)

Cont. ed mixers and auditing offered for free.

2. Body Arts & Science, International

485 E. 17th Street Suite 650

Costa Mesa, CA. 92627

Ph. #: 949-574-1343

Website: www.basipilates.com

e-mail: use website (contact)

Contact: Rael Isacowitz

Description: comprehensive and components; continue ed

3. Ellie Herman Institute

1452 Valencia St.

San Francisco, CA. 94110

Ph. #: 415-285-5808

Website: www.ehpilates.com

e-mail: nancy@ehspilates.com

Contact: Ellie Herman or Nancy Myers

Description: comprehensive; cont. ed offered, rehab intensive.



7. **West Coast Pilates**

13550 Nogales Dr.

Del Mar, CA. 92014

Ph. #: 858-354-1630

Website: www.westcoastpilates.net

e-mail: Kathy@westcoastpilates.net

Contact: Kathy Corey

Description: comprehensive, pre-training program,
components, cont. ed, specific programs

8. **TPC Training Systems**

460 California Ave. #200

Reno, NV 89509

Ph. #: 775-324-3224

Website: www.thepilaatescoach.com

e-mail: benderleslee@yahoo.com

Contact: Leslee Bender

Description: comprehensive

9. **John Garey Pilates**

6539 E. PCH Bldg. G Unit 3

Long Beach, CA. 90803

Ph. #: 562-598-8585

Website: www.johngareypilates.com

e-mail: johngareypilates@gmail.com

Contact: John Garey

Description: Stott pilates training (separate components),
cont. ed workshops



13. **Pilates Sports Center**

16430 Ventura Blvd. #200

Encino, CA. 91436

Ph. #: 818-788-8112

Website: www.pilatessportscenter.com

e-mail:

Contact: Andromeda Trumbull or Kelli Altounian

Description: comprehensive

14. **Synergy Systems**

555 Second Street

Encinitas, CA. 92024

Ph. #: 760-632-5677

Website: www.synergypilates.com

e-mail:

Contact: Cathie Murakami

Description: intro courses, comprehensive, components, workshops

15. **Orange Coast College**

2701 Fairview Rd.

Costa Mesa, CA. 92626

Ph. #: 714-432-5967

Website: www.occ.cccd.edu

e-mail: ahunter@occ.ccd.edu

Contact: Amelie Hunter (dance)

Description: Certification of Completion in pilates/dance conditioning

QUESTIONNAIRE

RESULTS

Pilates Certification Questionnaire

Survey results:

Do you offer separate certification components?

Yes	55.6%
No	44.4%

Which separate components are certified?

Mat	55.6%
Reformer	44.4%
Cadillac	44.4%
Chair	44.4%
Auxiliary	33.3%

Hours required for Comprehensive Certification?

Average hours	516	Adjusted Average	499
High	1,050.00		
Low	100.00		

Component hours?

Classroom	188	Adjusted Average	163
Observation	70		90
Casework	17		21
Self Practice	130		99
Homework	3		4
Assisting	111		125

Pre-requisites required?

Yes	100.0%
No	0.0%

List Pre-requisites:

Degree	11.1%		
ACE, AFAA, NASM, Other	11.1%		
Private Sessions	44.4%	Hours	35
Group Classes	44.4%	Hours	35
Anatomy instruction	11.1%	Hours	12
Movement principles	11.1%	Hours	2
Movement experience	11.1%	2 years	
1st Aid/CPR	11.1%		

Do you include Anatomy and Body Mechanics?

Yes	100.0%
No	0.0%

Do you offer an apprenticeship program?

Yes	68.0%
No	32.0%

Do you offer job referrals?

Yes	100.0%
No	0.0%



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Survey Topic	Pilates coach	Ron Fletcher	Pilates Sports Cen.
Do you offer separate certification components?			
Yes	X	X	X
No			
Which separate components are certified?			
Mat	X	X	X
Reformer	X		X
Cadillac	X		X
Chair	X		X
Auxiliary		X	
Hours required for Comprehensive Certification?			
Hours	100	580	340
Component hours?			
Classroom	100	175	120
Observation		50	100
Casework		150	
Self Practice		160	20
Homework		20	
Assisting		50	100
Prerequisites required?			
Yes	X	X	X
No			
List Pre requisites:			
Degree	X		
ACE, AFAA, NASM, Other	X		
Private Sessions		30	30
Group Classes		50	
Anatomy instruction			
Movement principles			
Movement experience			
1st Aid/CPR			

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Survey Topic	Studio DuCorps	Balanced Body U.	Ellie Herman Inst.
Do you offer separate certification components?			
Yes		X	X
No	X		
Which separate components are certified?			
Mat		X	X
Reformer		X	X
Cadillac		X	X
Chair		X	X
Auxiliary		X	X
Hours required for Comprehensive Certification?			
Hours	373	488	800
Component hours?			
Classroom	95	238	108
Observation	150	100	72
Casework			
Self Practice	20	45	220
Homework	8		
Assisting	100	105	400
Prerequisites required?			
Yes	X	X	X
No			
List Pre requisites:			
Degree			
ACE, AFAA, NASM, Other			
Private Sessions			40
Group Classes	30		
Anatomy instruction		12	
Movement principles		2	
Movement experience			2 year
1st Aid/CPR			



Survey Topic	Long Beach Dance	Core Conditioning	Orange Coast College
Do you offer separate certification components?			
Yes			
No	X	X	X
Which separate components are certified?			
Mat			
Reformer			
Cadillac			
Chair			
Auxiliary			
Hours required for Comprehensive Certification?			
Hours	460	449	1050
Component hours?			
Classroom	260	144	450
Observation	80	80	
Casework			
Self Practice	100	125	480
Homework			
Assisting	20	100	120
Prerequisites required?			
Yes	X	X	X
No			
List Pre requisites:			
Degree			
ACE, AFAA, NASM, Other			
Private Sessions	2 years		
Group Classes	30	30	
Anatomy instruction			
Movement principles			
Movement experience			
1st Aid/CPR			X

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SUMMARY OF QUESTION # 10

The consensus is that a qualified pilates instructor should not only have knowledge of pilates repertoire and equipment, but extensive training in how to apply pilates knowledge to all populations.

A teacher of pilates should have a deep understanding of anatomy, kinesiology, posture, bio-mechanics and trained in client assessment methods. One should understand how to ensure client equipment safety and the ability to modify the repertoire.

One should be able to teach, structure and disseminate information in a way that is creative, inspiring and transformative.

One should have instilled work ethics, communication skills and respect for the pilates method.

The above criteria can and should be incorporated into the curriculum development for the Mt. SAC pilates certificate.

SURVEY SUMMARY

SURVEY RESULTS SUMMARY

The questionnaire confirmed the following points:

- There are few institutions or studios that offer a comprehensive, qualitative, rigorous pilates certification; therefore, offering one at Mt. SAC would be filling a need in the pilates industry.
- The average cost of a certificate is \$4,239.00. Mt. SAC could offer one at a significantly lower cost (approx. \$300-\$400).
- The survey confirms that anatomy, body mechanics, and apprenticeship are necessary components of a good certification program.
- There is a need for more programs offering rigor while also providing a cost-effective, accessible format.

The Mt. SAC dance department is currently planning to develop a pilates certification program under the direction of Karol Ritz.

The survey along with personnel training and research confirms the need for a comprehensive program that can be offered in accessible components.

The philosophy of maintaining the standards of the pilates industry as expressed through the Pilates Method Alliance and this survey will be emphasized.

The cost effectiveness of a certificate at Mt. SAC will provide us with a competitive edge.

PILATES

TEACHING AND CERTIFICATION
GUIDELINES

FROM

PILATES METHOD ALLIANCE

The Pilates Method Alliance is a not-for-profit professional association dedicated to the teachings of Joseph and Clara Pilates. The PMA's mission is to protect the public by establishing certification and continuing education standards for Pilates professionals.



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Want to learn how to teach Pilates?

You will find the following general information helpful in your search for an appropriate training program to suit your needs. You may also refer to the [PMA listing of Pilates teacher training Programs](#) on this web site in your search. The PMA recommends Comprehensive Pilates Teacher Training for all individuals interested in teaching the Pilates method.

Comprehensive Training Program – general guidelines recommendations:

- *Director should have at least 10 years prior Pilates teaching experience.*
- *Facilitators of the program should have at least 7 years prior Pilates teaching experience.*
- *Minimum 400 hours required for completion of program.*
- *Program hours should include: lecture/observation/personal Pilates practice or lessons/workouts/supervised student teaching.*
- *Program covers reformer/trap table/ped-o-pul/barrels/chair.*
- *Course participants should have prior Pilates experience or a course entry requirement.*
- *Written and practical test with passing scores required for completion.*

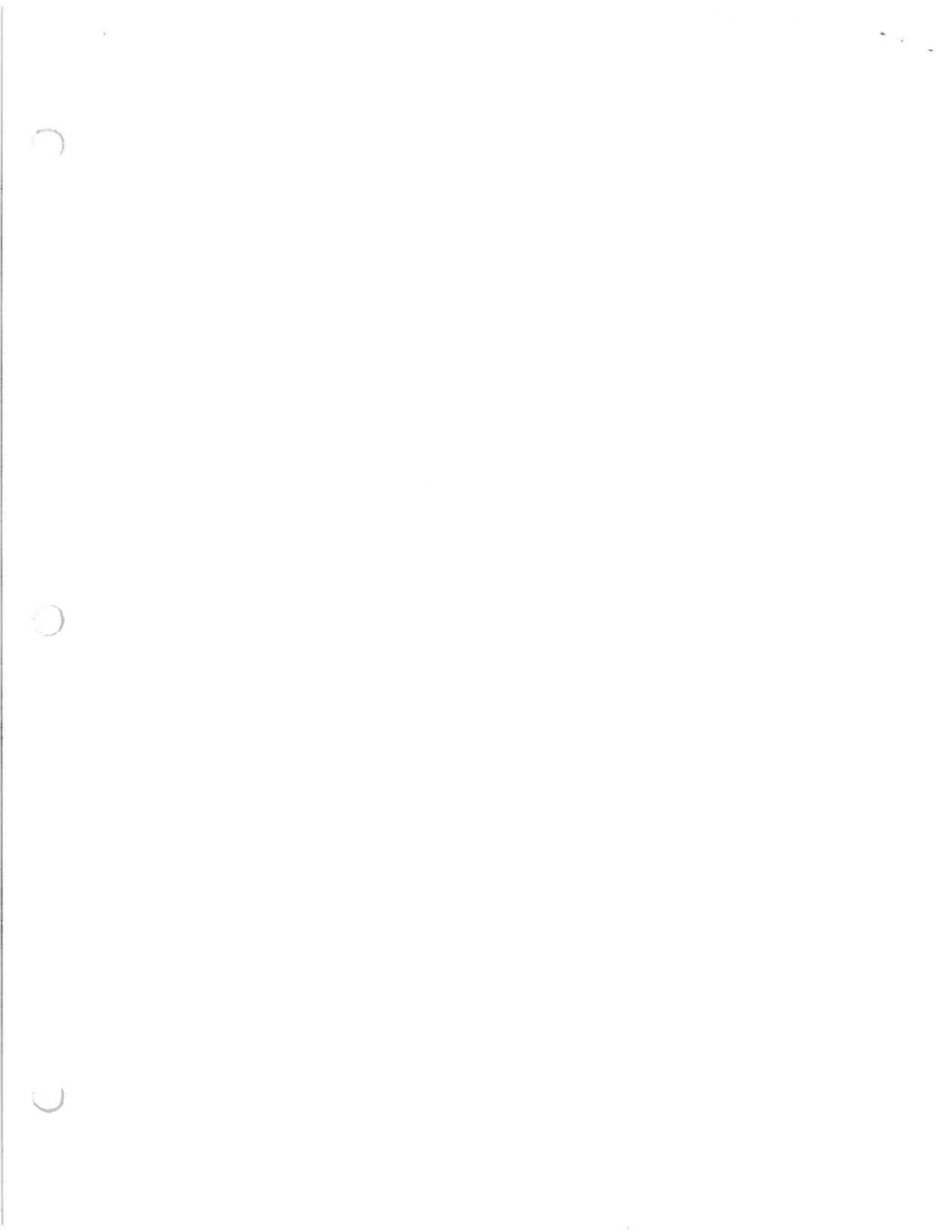
Please take the time to gather all the necessary information to make an informed decision about your professional development as a Pilates teacher.

Pilates is a full-body system of specific sequenced exercises performed on the mat and specially designed equipment. The method is centered around the concepts of awareness, balance, breath, centering, concentration, control, flowing movement, and precision. 1 principle of Pilates is to uniformly develop the body and mind.

The Pilates method is best taught by a comprehensively trained instructor.

Here is a list of questions to ask once you locate a training program from our web site:

- *Are there any requirements for entry into the program? (Most comprehensive Pilates programs require prior Pilates exercise experience or an entrance exam as a pre-requisite for entry into the program.)*
- *Does the training program offer instruction on all the pieces of exercise apparatus or just a specific piece?*
- *What is the time structure for the program? Does it meet weekly or weekends, monthly, etc.?*
- *How long does it take to complete the program? (For example: Total structure of the program requirements in hours/months.)*
- *Are lecture observation, apprenticeship and practice hours involved? (Remember, a well-rounded program includes all of the above.)*
- *Who is the program director, and what is his/her background and training?*
- *How long has he/she been teaching?*





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PMA Position Statement: On Pilates

The Pilates method has been in continuous use in the United States since 1926 when its creator Joseph Pilates and his wife Clara immigrated to New York City Germany. The Pilates Method Alliance (PMA) is the international not for profit professional association for the Pilates method. The PMA's mission is to protect public by establishing certification and continuing education standards for Pilate professionals.

The PMA made history in 2005 by launching the first industry wide certification exam for the Pilates method in the United States. The PMA has established recommended industry performance parameters guiding the practice of all PMA Certified and non-certified Pilates teachers. The PMA has established these standards to further bring professionalism to Pilates.

The PMA is well aware that as Pilates exercise has gained popularity, confusion controversy have increased in the media, the public and even between Pilates teachers. Since the PMA's goal is protect and enhance the Pilates method, it is necessary to establish a position statement to clarify the perception of what Pil was historically and what it is today.

What is Pilates?

Pilates is a method of exercise developed by German-born Joseph Pilates. In 1926 Joseph and Clara Pilates brought their exercise system, originally called "Contrology", to New York City. The Pilates method is a physical movement program designed to stretch, strengthen, and balance the body.

Pilates exercise focuses on postural symmetry, breath control, abdominal strength spine, pelvis and shoulder stabilization, muscular flexibility, joint mobility and strengthening through the complete range of motion of all joints. Instead of isolating muscle groups, the whole body is trained, integrate the upper and lower extremities with the trunk.

Return to Life and Your Health are the only texts published by Joseph Pilates These texts provide a basis to understand the history and philosophy behind the Pilates method. The PMA believes that the Pilates method of exercise instruction should evolve in accordance with current scientific research and biomechanical principles.

"Contrology is complete coordination of body, mind and spirit. Through Control you first purposefully acquire complete control of your own body and then through proper repetition of its exercises you gradually and progressively acquire that natural rhythm and coordination associated with all your mental and sub-conscious activities." (Pilates 1945)

The guiding principles of the Pilates Method are whole body health, whole body commitment, and breath. (Pilates, 1945) The movement principles are element

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appropriate to a Pilates instructor.

Education Recommendation-

The PMA has created the first nationally recognized, legally defensible certification for Pilates method. Nationally recognized personal trainer and group exercise instructor certifications **do not** qualify instructors to teach the Pilates method. In an effort to ensure the safety of Pilates exercise participants and the efficacy of the Pilates method exercise, the PMA recommends the following for all facilities.

The PMA recommends that anyone teaching the Pilates method:

- *Participate in a Pilates exercise program prior to attending a teacher training program.*
- *Attend a comprehensive training program, become PMA Pilates Certified and maintain a commitment to continuing education.*

All educational programs teaching the Pilates method of exercise, should provide the following information to participants:

- *The names of the apparatus and all of the various parts.*
- *The names of the exercises.*
- *The appropriate sequencing of the exercises, repetitions, and use of resistance.*
- *The appropriate set-up of the apparatus for each exercise including all possible safety issues.*
- *Proper spotting and verbal cueing techniques for each exercise.*
- *The components of each exercise. (rhythm, tempo, dynamics, breath, flow etc.)*
- *The objectives of each exercise.*
- *How to effectively modify, break down, and/or adapt an exercise.*
- *How to design a client's specific program. How to choose which piece of apparatus to use for a particular exercise.*

A PMA Pilates Certified Teacher or a comprehensively trained teacher must have practical knowledge of the complete exercise system to include:

- *Its philosophy and purpose.*
- *The primary goal of each exercise.*
- *The ability to modify the exercises without losing their main intent.*
- *Pacing the workout for an effective movement experience.*
- *Communicating specific, applicable corrections.*
- *Understanding the use of appropriate hands-on ability.*

The teacher must be able to:

- *Accurately assess a client's posture and movement patterns.*
- *Understand what the client is doing in a session.*
- *Have the ability to build an appropriate, client-specific program.*
- *Pace the work out for an effective movement experience*

Studios / Facilities / Health Clubs:

The PMA strongly recommends that as of this date all studios or facilities, including health clubs have at least one PMA Pilates Certified Teacher or a comprehensively trained instructor on staff at all times when the facility is open for business. This instructor must assist the facility in supervising the following guidelines for Pilates programming safety with the ongoing education of instructors in training. The PMA urges all facilities offering the Pilates method of exercise to commit to hiring and training such a person no later than Jan. 1, 2004.





PMA Code of Ethics:

PMA Members & PMA Pilates Certified Professionals must abide by these guidelines:

1. Do no harm.
2. Teach within your 'Scope of Practice' (see PMA Scope of Practice sheet).
3. Maintain professional boundaries within your certified competencies and jurisdiction.

The following improper behavior will be not tolerated:

- a. Inappropriate physical contact
- b. Financial exploitation
- c. Sexual Exploitation

4. Maintain client confidentiality.
5. Direct clients to seek medical attention when necessary.
6. Do not discriminate against clients or colleagues on any level.
7. Do not intentionally solicit other Pilates professionals' clients.
8. Treat clients and colleagues with respect, truth, fairness and integrity.
9. Comply with all applicable business, employment and intellectual property laws.
10. Maintain professional appearance and conduct.
11. Do not misrepresent skills, training, professional credentials, identity or services.
12. Continue gaining education to enhance your skills and knowledge, and to provide the highest quality services to clients.

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PilatesMethodAlliance
a not-for-profit organization

1-866-573-4945 1-305-573-4946

Pilates - Pure and Simple

[Download Our Brochure "So, You Want to Do Pilates?"](#)

[Download Our Position Statement: "On Pilates"](#)

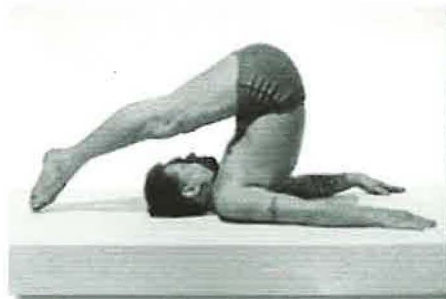
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What is Pilates?

An Exercise in Balance: The Pilates Phenomenon

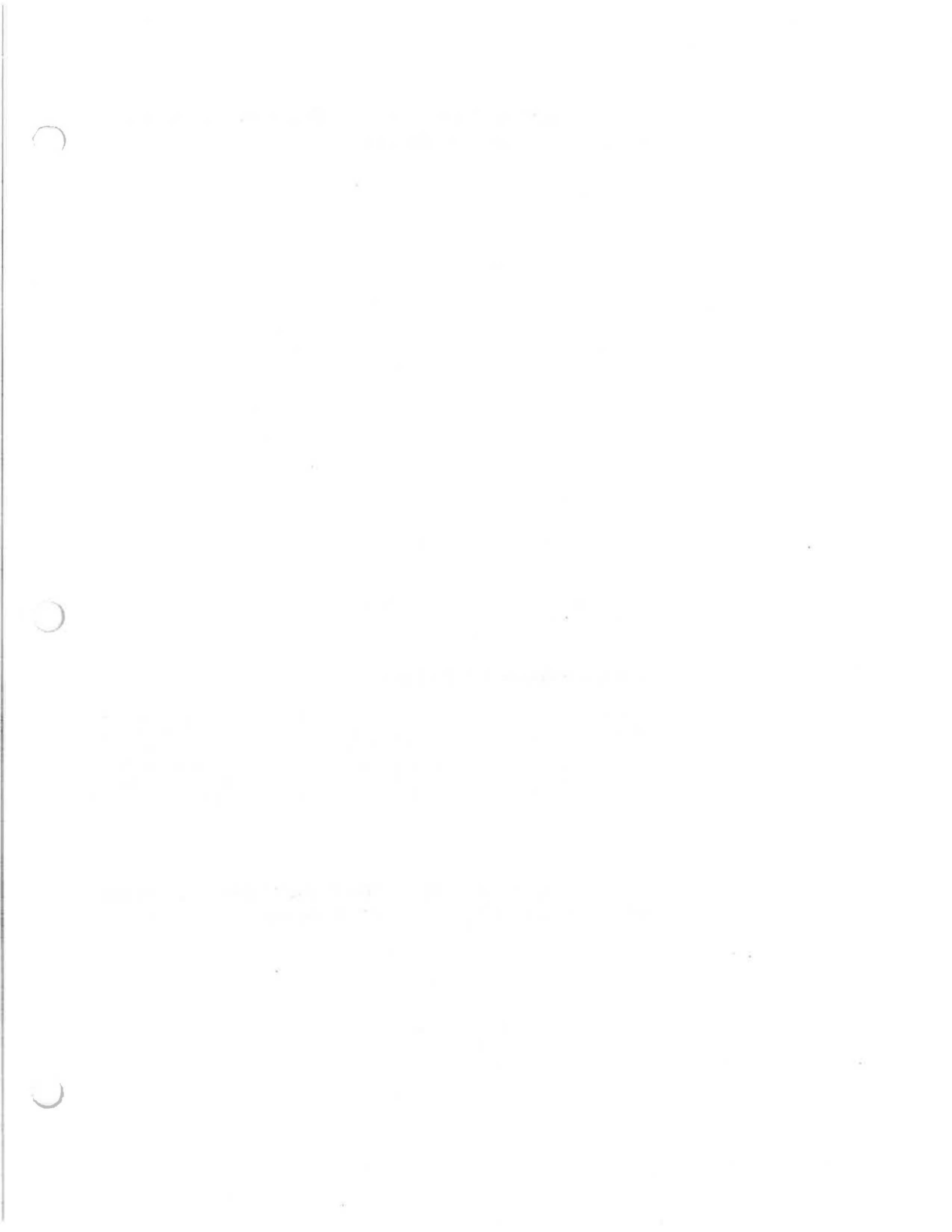
*"I must be right. Never an aspirin. Never injured a day in my life. The whole country, whole world, should be doing my exercises. They'd be happier."
- Joseph Hubertus Pilates, in 1965, age 86*

Well, maybe not the whole world, but certainly much of this country, parts of Canada, Europe, and Pan-Asia are experiencing the explosion in demand for Pilates, a method of exercise and physical movement designed to stretch, strengthen, and balance the body. With systematic practice of specific exercises coupled with focused breathing patterns, Pilates has proven itself invaluable not only as a fitness endeavor itself, but also as an important adjunct to professional sports training and physical rehabilitation of all kinds. Widely embraced among dancers for years, the exercises--"elephant," "swan", the language--"pull navel to spine, and breaaaaathe," and the look--bright-eyed, refreshed, buoyant-without-necessarily-sweating, is popping up in fitness classes, physical therapy offices, corporate retreats, luxury spas and wellness centers across the country. Another fad? A cult for the over-privileged? Think again. With the aging of our population and the increasing trend toward mindful, moderate health practices, Pilates is more likely to find itself with a wait list at the YMCA, and in your local public schools--shaping the fitness ideals of our next generation.



"I invented all these machines. Began back in Germany, was there until 1925-used to exercise rheumatic patients. Look, you see it resists your movements in just the right way so those inner muscles really have to work against it. That way you can concentrate on movement. You must always do it slowly and smoothly. Then your whole body is in it."

Practiced faithfully, Pilates yields numerous benefits. Increased lung capacity and circulation through deep, healthy breathing is a primary focus. Strength and flexibility, particularly of abdomen and back muscles, coordination-both muscular and mental, are key components in an effective Pilates program. Posture, balance, and core strength are all heartily increased. Bone density and joint health improve, and many experience positive body awareness for the first time. Pilates teaches balance and control of the body, and that capacity spills over into other areas of one's life.



long as 2 or 3 years of training and apprenticeship. He was quoted as saying, "Remember Rome was not built in a day." and "Patience and persistence are vital qualities in the ultimate successful accomplishment of any worthwhile endeavor." While excellent training programs exist in the marketplace today, some are clearly condensed and homogenized producing less-than-adequately qualified instructors. Prices for classes range from 10\$ for group mat sessions, to upwards of \$50-\$100 for one hour of one-on-one instruction utilizing the full repertoire of Pilates equipment. Comprehensively, competently trained knowledgeable instructors are the essential element in realizing one's potential, and enjoying the process of learning Pilates.

To define, maintain, and support the commitment to training and education of Pilates instructors, the Pilates Method Alliance® was formed in 2000 as the international professional organization for the Pilates method of exercise. Members are required to participate in ongoing training, and must provide documentation to remain in good standing. The PMA® has set guidelines and recommendations for teacher training programs, and has established the first National Certification Exam for the Pilates method.

For more information, and to locate a PMA Pilates Certified Teacher in your area, call us toll-free at (866) 573-4945 or visit www.PMAPilatesCertified.com.

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Web Design: [Philipson Group](#)

PHASE II

PILATES TEACHER TRAINING

EDUCATION WORKBOOK

The workbook is designed as a series of assignments that the students will use to further their understanding and implementation of the theories, concepts, history, bio-mechanics, pedagogy, etc. of the pilates method of conditioning.

The workbook covers materials and subjects that are projected to be included in 5 of 9 new courses (part of the pilates certificate programs.)

The workbook is still in a DRAFT form.

*see manual in pocket of this notebook.

WORKSHOPS, CLASSES, TRAINING

The following is a list of activities that were completed or started during my sabbatical that are in addition to the projects outlined in the original sabbatical proposal.

These activities involve education and experience related to my areas of expertise and will enhance my abilities in the classroom, benefiting students.

1. Core Intelligence

August 2007

“Highly specialized sessions focusing on introducing core muscle awareness and active re-integration or re-wiring of the deepest postural and support muscles of the body.”

30 Hours

*see appendix for certificate

2. Pink Ribbon Program

Sept. 2007

“A three day training course to prepare the health/fitness professional to evaluate the Breast Cancer survivor and develop an appropriate exercise program.”

20 Hours

*see appendix for certificate



individuals to take control of their health by providing up-to-date information about how nutrition, exercise and lifestyle choices impact health, longevity and quality of life.”

Goal: to complete all 6 courses and become a Certified Health Educator.

*see info in appendix

7. Yoga Workshop

May 2008

“Heal your low back: A therapeutic Viniyoga workshop.

4 Hours

*see appendix for flyer

8. Yoga Teacher Training Course May 2008-ongoing

“Inland College of Yoga, Teacher Training Course. A ten month course, 200 Hours.”

34 Hours currently

*see appendix for info

VISITS TO PILATES STUDIOS

- **Long Beach Dance Conditioning** Aug. 07-Dec. 07
3-4 days a week for 5 months Long Beach, CA

Teacher training, classes 430 hours

Contacts: Marie Jose Blom & Ilyse Bawer
* see certificates of completion (appendix)
- **Move Studio** 10/16/07
Dallas, TX

Interview & observation 2 hours

Contact: Amber Frye
- **Get Reformed Pilates** 10/16/07
Frisco, TX

Interview, observation, participation 6 hours

Contact: Rebecca Swieczkowski
- **Telos Fitness Center** 10/18, 10/20,
10/22, 10/23
Dallas, TX

Pilates group classes, private 5 hours

Contact: Veronica Combs

CERTIFICATE OF MERIT

Karol Ritz

HAS SUCCESSFULLY COMPLETED

ADVANCES IN PILATES TECHNIQUE

PROFESSIONAL PILATES TEACHER TRAINING

SINCE 1991

PROVIDED BY

LONG BEACH DANCE CONDITIONING STUDIO & MOVEMENT ACADEMY

LONG BEACH, CA USA

LBDC PROFESSIONAL PILATES TECHNIQUE COURSE

DECREES DISTINCTION IN MAT, REFORMER, TRAPEZE TABLE, CHAIR, SMALL BARRELS.

INTEGRATES PROGRESSIONS AND ADAPTATIONS TO MEET THE DEMANDS OF BIOMECHANICS
OF DANCE-TECHNICAL TRAINING, BODY CONDITIONING AND THE DESIGN OF REMEDIAL PROGRAMS.



MARIE-JOSÉ BLOM-LAWRENCE, CPMT

PROGRAM FOUNDER/DIRECTOR

Fall 2007



Course Completion Date: **October 27, 2007**
Expiration Date: **October 27, 2009**

Security Control No.
376393

Name **Karol E. Ritz**
Address
Address **24450 Leafwood Dr.**
City, State, Zip **Murrieta, CA 92562**

Training Center: **California Education Connection (888) 212-5412**
Instructor Name: **Brian Chavarin**
Instructor Number: **624819**

CPR Course Adult & AED

CERTIFICATE OF COMPLETION

This certifies that the person named above has successfully completed a National Safety Council CPR Course based on the current standards and guidelines for CPR and ECC.

THIS DOCUMENT IS VOID IF REPRODUCED



Our mission: To educate and influence people to prevent accidental injury and death

Founded in 1913, the National Safety Council is a non-governmental, not-for-profit international public service organization devoted to protecting life and promoting health.



Karol E. Ritz

has completed a National Safety Council
**Adult & AED
CPR Course**

Training Center: **California Education Connection**
Course Completion Date: **Oct. 27, 2007**
Expiration Date: **Oct. 27, 2009**
Instructional Hours: **4.0**

Security Control No.

376393

Keep this card for your records. Void if reproduced.

**Heal Your Low Back: A
Therapeutic Viniyoga Workshop**
with
Suzanne Gilliland
Saturday, May 3, 2008
1-5 p.m.
\$65

You Will Learn:

- A practice designed to reduce discomfort in the low back and improve function
- The fundamental principles of movement that protect your spine
- Your specific movement patterns that create your pain/restrictions
- A meditation to help you relax more deeply
- Breath work to re-mobilize the spine

Suzanne Gilliland; RYT, CYT, is an American Viniyoga Institute certified yoga teacher and yoga therapist who has been teaching for 11 years and specializes in the art and science of therapeutic yoga. This workshop is based on The American Viniyoga Institute's protocol for relief of loSw back pain (designed by Director Gary Kraftsow) which was proven to be effective for improving function and reducing chronic low back pain. The Viniyoga approach to the treatment of back health was recently validated in a clinical study sponsored by the National Institute of Health and was documented in the Annals of Internal Medicine in December 2005. Participants of this workshop will receive a copy of this protocol and the 2005 article.

This workshop will be limited to 15 people to allow Suzanne to give students individual attention. Please call or email to register early! People with serious back injuries, bulging discs or serious disc degeneration should speak with their physician before registering for this workshop.

Living Yoga Center
www.living-yoga.com
951.676.2206

The Wellness Forum offers two career paths

Health Coach Level 101-501

101 201 301 401 501

I recommend you take all five courses before taking Certified Health Educator because it provides **you** the educator- a solid foundation of resourceful information.

You must begin with and become Certified in level 101 before moving forward --no exceptions.

Each level takes approximately 30 hours to complete. Each of the Health Coach Series programs can be done at your own pace unlike Certified Health Educator, which has deadlines in order to qualify for Certification and an outline that must be followed in order to maintain recognition as a Wellness Forum Certified Health Educator annually.

101: Structing a proper diet; the relationship between diet and degenerative disease; lifestyle and dietary habits for optimal health; practical skills, including label reading, grocery shopping, cooking, eating out and traveling; developing and exercise plan and reducing stress.

201: Superfoods, Soy, Water / Hydration, Genetically Modified Foods and Essential Oils.

301: Hormones/Menopause; Osteoporosis, Cancer, Heart Disease and Weight Loss.

401: Diabetes; Lupus; Depression; Aging; Increasing Your Energy.

501: Children's Nutrition; Sports Nutrition; ADHD; Autism; School Nutrition

So, how do you get started?

With Kelly's recommended program package! My experiences here at The Wellness Forum as Dr. Popper's Assistant and Director of Client Services and having taken all of the courses myself, have lead me to conclude that these are the key components necessary at the onset.

Kelly's package includes and costs - \$220.95

**You receive a membership to the Wellness Forum
and are now part of
GAHIP**

Certification 101

Diet for a New America DVD

The China Study

Campbell's Conversations DVD*

*** New release and we are the sole distributor**

1 each of Dr. Pam's lectures on Compact Disc (a total of 15 discs)

When you purchase 101 you become a member of The Wellness Forum for one year from the date of purchase. **Membership perks:** You have access to the 'Members Login' portion of our website and are an official member of *GAHIP which means that whenever you refer people to take Wellness 101 and they mention your name- you then will receive a \$20.00 referral credit towards future purchases with The Wellness Forum. They must ask for me, Kelly, so please advise them of this before ordering.

Inland College of Yoga

HOME PROGRAM REQUIREMENTS GUIDELINES STUDENT EVALUATION TRAINING DATES PAYMENT

Program Requirements

Attend all meetings on set dates (excused absences must be worked out with director). We prepare you for the requirements, we will help you get through all of them, so please don't worry about them you can contact us.

Attend 2 approved workshops and 2 approved kirtans
 Inland Yoga workshops are pre-approved for this program
 Apprentice with main teachers in program, these teachers will vary, but are all Yoga Alliance registered
 Choose a mentor and mentor with a minimum of 10 classes/ This requires a combination of: Observe and teach
 If you want to teach for Inland Yoga Centers, you must complete a minimum of 20 classes as a student
 Final exam (we prepare you well in advance for this, and so don't worry about this part of the curriculum)
 You must teach 3 classes and turn in evaluations from your students
 Develop classes in the beginning, intermediate and specific levels, and be prepared to teach them
 Make-ups must be approved in advance

Required Reading

Some books will be available at the studio.

Yoga Sutras of Patanjali-Translated by, Sri Swami Satchidananda
 Light on Yoga, B.K.S Iyengar
 Anatomy Coloring Book-Wynn Kapit

Suggested Reading

Anatomy of Movement, Blaineine, Calais Jermain
 Dancing the Body of Light, Dona Holleman (out of print)
 The Breathing Book, Donna Farhi
 Anatomy of Hatha Yoga, H. David Coulter

Other requirements include:

Be flexible, schedules change, try not to get attached to small details. This is not corporate Arrangements
 students needs
 Being honest with yourself and others, while avoiding unmindful speech
 Realizing that the emotional and psychological challenges involved in learning how to teach yoga
 Paying fees as agreed upon in Teacher Training application.

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