

SIS - Sport, Fitness & Recreation Training Package

SIS30315—Certificate III in Fitness

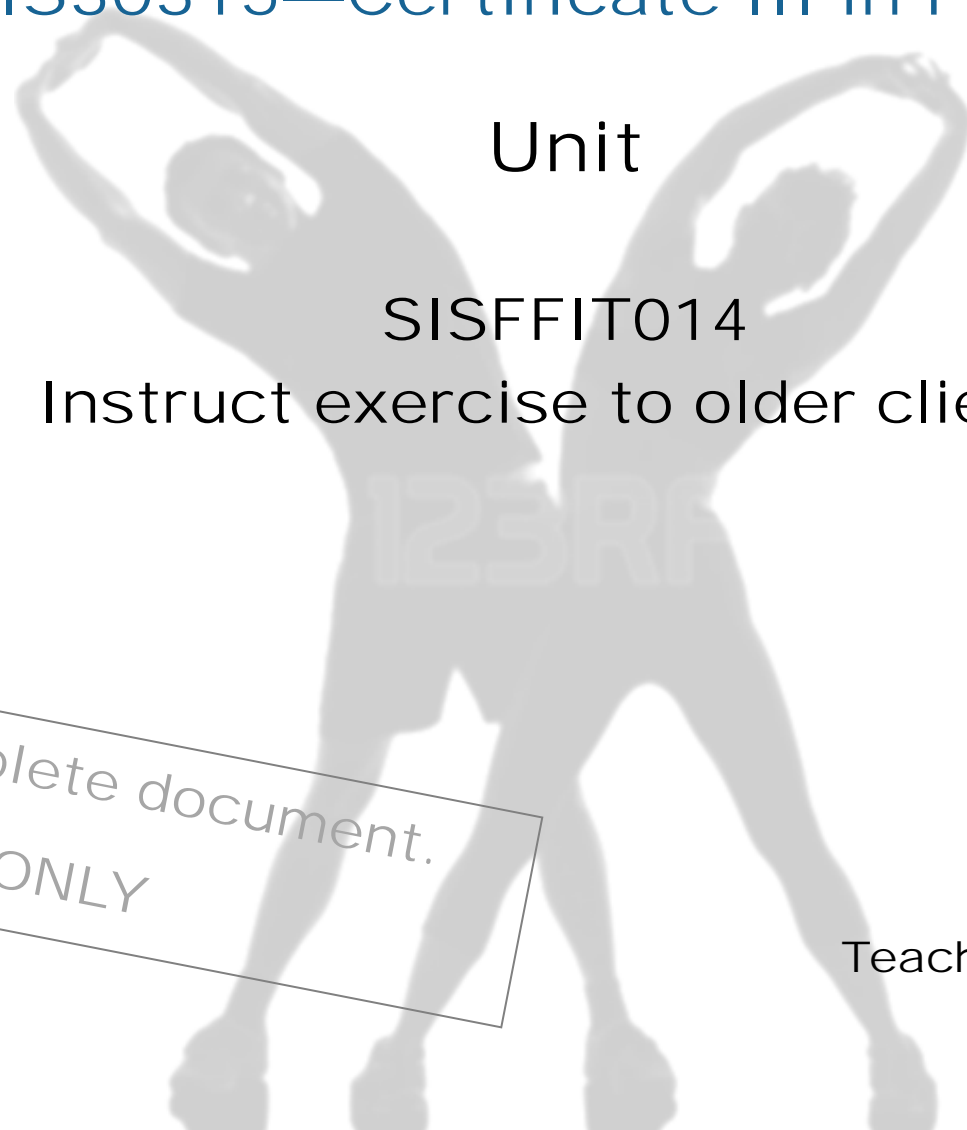
Unit

SISFFIT014

Instruct exercise to older clients

*This is not a complete document.
SAMPLE ONLY*

Teacher/Trainer Manual





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STUDENT/TRAINEE DETAILS

Student/Trainee Name**Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

SAMPLE SAMPLE

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

Learning
Activity

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

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UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISFFIT014 - INSTRUCT EXERCISE TO OLDER CLIENTS

ELEMENT	PERFORMANCE CRITERIA
1. Identify client fitness requirements	<ul style="list-style-type: none"> 1.1 Consider and confirm client needs, expectations and preferences using suitable questioning techniques. 1.2 Review and advise client of outcomes of pre-exercise health screening procedures. 1.3 Refer client to medical or allied health professionals as required. 1.4 Select and use appropriate baseline functional capacity or fitness assessments, as required. 1.5 Identify common barriers to exercise participation by older clients. 1.6 Recognise and explain benefits of exercise for older populations and the role of exercise in reducing risks associated with ageing. 1.7 Receive guidance from medical or allied health professionals for exercise participation, as required. 1.8 Develop and document client profile for re-evaluation purposes
2. Develop program plans	<ul style="list-style-type: none"> 2.1 Identify settings and program considerations that support safe and sustainable exercise participation for older clients. 2.2 Determine type of training, training methods and equipment required to achieve client goals. 2.3 Develop and document program plans that incorporate instructional information and guidance from medical or allied health professionals if required. 2.4 Explain benefits of exercise and anticipated structural and physiological adaptations as they relate to client goals and needs. 2.5 Develop customised training sessions that include a variety of exercises and equipment to meet client needs. 2.6 Discuss and confirm client understanding of potential signs and symptoms of intolerance contraindications to exercise and recommended precautions

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ELEMENT	PERFORMANCE CRITERIA
3. Instruct exercise sessions	<p>3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.</p> <p>3.2 Provide clear exercise instructions and confirm client understanding.</p> <p>3.3 Demonstrate exercises, techniques and equipment to client.</p> <p>3.4 Explain any precautions for exercise relevant to client age, ability and risk status.</p> <p>3.5 Monitor participation and performance to identify signs of exercise intolerance and modify as required.</p> <p>3.6 Monitor client intensity, techniques, posture and safety, and modify program as required.</p> <p>3.7 Seek ongoing guidance from, or refer client to, medical or allied health professionals, as appropriate.</p> <p>3.8 Select and use communication techniques that encourage and support clients.</p> <p>3.9 Modify session as required considering basic mechanics, safety and fitness outcomes.</p> <p>3.10 Respond to clients experiencing difficulties and answer questions as required.</p> <p>3.11 Complete session documentation and progress notes.</p>
4. Evaluate program	<p>4.1 Monitor and evaluate exercise program at appropriate intervals.</p> <p>4.2 Provide written and verbal feedback to medical or allied health professionals, as required.</p> <p>4.3 Request and respond to feedback from clients.</p> <p>4.4 Review own performance and identify areas needing improvement.</p> <p>4.5 Identify aspects needing further emphasis or attention in future sessions.</p> <p>4.6 Evaluate program or activities and discuss modifications to program.</p> <p>4.7 Document and update records of evaluation and modification of programs</p>

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Section One

Identify Client Fitness Requirements

SAMPLE SAMPLE

INSTRUCT EXERCISE TO OLDER CLIENTS

SECTION ONE—IDENTIFY CLIENT FITNESS REQUIREMENTS

INTRODUCTION

During the course of your career as a fitness professional, you will likely have older aged clients.

These clients would have special needs and limitations when it comes to undertaking a fitness program.

In this section we learn about those older aged clients and how to begin to identify these types of client's needs and expectations.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ How to learn the client's needs, preference and fitness expectations using effective question skills
- ☆ Reviewing and advising the client of any re-exercise health screening results
- ☆ If required how to refer the client to various health professionals
- ☆ If required do some additional functional capacity testing
- ☆ Identifying potential barriers the client might encounter when deciding to participate in a fitness program
- ☆ Recognising and explaining the benefits of older people exercising
- ☆ Explaining the role of exercising and the ageing process
- ☆ Seeking and receiving guidance and advice from health professionals
- ☆ Creating a client profile document and files for ongoing program evaluation



CONSIDER AND CONFIRM CLIENT NEEDS, EXPECTATIONS AND PREFERENCES USING SUITABLE QUESTIONING TECHNIQUES

Before you can start a fitness program with a new client, you need to find out as much information about them as you can. To be able to do this successfully you need to put the customer at ease. Most older aged clients will have some apprehension about making changes to their physical activity and you will need to put them at ease as soon as you meet them. You only have a matter of seconds to make a good first impression, so the greeting is a critical component of how your relationship with the client will go.

When an older aged client first comes to a fitness centre they have a purpose in mind. The most common will be to build up their general fitness. In most cases they have a long term goal of where they would like to be, but no real solid idea of how to get there. It is up to you as a fitness professional to give the client a plan to allow them to reach their goals.

QUESTIONING SKILLS

To do this you need to identify their requirements and then match them with your knowledge of the organisations products and services.

This means you would need to ask questions and listen carefully to the answers. It must always remain a two-way conversation. Some older aged clients may not be good at articulating themselves so patience is needed.

It is also important that you confirm the details with the client by repeating them back to the client and asking the client to clarify details which are not completely understood. In this way then you can be assured that you are assisting them in the most appropriate way. Basically, these simple steps should be followed:

- 1) Ask the client how you may assist them
- 2) Listen carefully to what they say
- 3) Ask questions to further clarify their requirements
- 4) Again, listen carefully to their answers
- 5) Clearly repeat the details back to the client
- 6) Ask questions on details you still do not understand or may have missed
- 7) Listen carefully to their answers
- 8) Again, repeat the details back to the client



A good communicator listens as much as they speak. It is important to keep following those steps until both you and the client feel that each have a full understanding of their fitness goals, expectations and preferences.

The above steps are especially important when a client is unsure of his or her fitness goals, expectations and preferences. They may not know exactly what they want.

In this situation, questions and resulting answers may start off in very general terms. However, as the questioning continues, the fitness goals, expectations and preferences of the client become more defined and you are then more likely able to satisfy those fitness goals, expectations and preferences.

Sometimes in these situations you may feel frustrated. It is important, however, to always maintain a friendly facial expression, use a calm, courteous tone of voice and give the client their undivided attention. This will keep the client relaxed and in turn make them easier to serve.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

Fran is 62 and has just moved into the area. You have been introduced to Fran to take on the role of her fitness instructor.

Fran is originally from Ireland and has a very strong Irish accent and tends to speak quickly.

You find Fran a little hard to understand. So at the initial meeting what questions would you ask Fran and because you find her a little difficult to understand her, what would you then need to do.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

During any initial meeting with a client you will want to ask questions about what the client's fitness goals are, their preferences and fitness needs.

In this scenario, because Fran is hard to understand you would first need to show patience and constantly clarify everything that Fran was saying, including repeating back to her what you think she was saying.

SAMPLE SAMPLE



REVIEW AND ADVISE CLIENTS OF OUTCOMES OF PRE-EXERCISE HEALTH SCREENING PROCEDURES

Pre-exercise health screening questionnaires are used to evaluate the health and general fitness of a client. By using these questionnaires you will get a comprehensive history of your client. Things that the health screening questionnaire looks at are potential barriers to participation as well as general information on the client's health and goals. The questionnaire will help you to find out if the client has any pre-existing factors that would limit their participation in an exercise program. The information collected will either let you continue with the client or refer them to a health professional.

As you gain more experience in the industry you will become exposed to a wide variety of pre-exercise health screening questionnaire styles and from these you can form your own preferred questionnaire. Most pre-exercise screening questionnaires will cover the following:

- ☆ Background information on the client
- ☆ Known diseases or illness
- ☆ Family history of disease or illness
- ☆ Signs and symptoms of disease or illness
- ☆ Intentions of undertaking the fitness program

As with everything else, make sure you have open communication with your client about the reasons behind the pre-exercise health-screening process.

It is important to make it clear to the client that they must answer the questionnaires honestly.

Once the client has completed the questionnaire it is time to review the information.

It is at this point after reviewing the pre-exercise health screening information, you would discuss the results of the pre-exercise health screening information.

This discussion should be open and frank and the information from pre-exercise health screening questionnaires used to discuss how the fitness goals and preferences will be achieved.



TAKING GENERAL BODY MEASUREMENTS

As part of the pre-exercise health screening, you will need to take some basic body measurements of the client.

The common measurements are:

- ☆ Waist Circumference
- ☆ Waist to Hip Ratio
- ☆ Body Mass Index

A client's waist size is a clue to whether they are at risk for type 2 diabetes, high blood pressure, high cholesterol and heart disease. To measure the **waist circumference**, use a tape measure. Start at the top of the hip bone, then bring the tape measure all the way around, level with their belly button. Make sure it's not too tight and that it's straight.

Write down the measurement accurately.

Next you will want to measure the circumference of the clients hips. This measurement is taken using a tape measure around the widest part of the clients buttocks.

Write down accurately the measurement.

To determine the **waist to hip** ratio, you divide the waist measurement by the hip measurement.

For example, if the clients waist is 101 centimetres and their hips are 120 centimetres their waist to hip ratio is 0.85.

Next is determining the client's body mass index.

There are numerous **body mass index** (BMI) calculators on the internet and all are based on the basic formula $\text{weight(kg)}/\text{height}^2(\text{m}^2) = \text{BMI}$.

For example, if a client is 95 kilos and is 182 centimetres tall there BMI is 29.3.

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

In this Section as part of the pre-exercise health screening process there is usually the need to take general body measurements.

What were those general body measurements and how was each one taken?

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- ☆ Waist Circumference
- ☆ Waist to Hip Ratio
- ☆ Body Mass Index

To measure the **waist circumference**, use a tape measure. Start at the top of the hip bone, then bring the tape measure all the way around, level with their belly button. Make sure it's not too tight and that it's straight.

Next you will want to measure the circumference of the clients hips. This measurement is taken using a tape measure around the widest part of the clients buttocks.

Write down accurately the measurement.

To determine the **waist to hip** ratio you divide the waist measurement by the hip measurement.

There are numerous **body mass index** (BMI) calculators on the internet and all are based on the basic formula $\text{weight(kg)/height}^2 \text{ (m}^2\text{)} = \text{BMI}$.



REFER CLIENT TO MEDICAL OR ALLIED HEALTH PROFESSIONALS AS REQUIRED

Through the health screening questionnaire you will find some older aged clients that have risk factors that might make a standard exercise program inadvisable. In these cases it is important to get a professional opinion. Your organisation may have a list of contacts that you can use to get advice on what you should be offering. Another approach is by referring the client to their own local health care professional.

A simple and brief letter can be written, remember doctors are generally very busy so be concise and state only the facts that are relevant. As a guide the letter should contain the following:

- ☆ What the client is hoping to achieve
- ☆ What medical risk factors you have been notified of
- ☆ What fitness plan you are hoping to follow
- ☆ Request for feedback

The letter can then be sent to the health care professional or handed to your client to give to them directly. It should include a copy of the pre-exercise health screening questionnaire.

It is very important to remember that as a fitness professional, you are there to support your client's goals for a fitter body and lifestyle, but not at the risk of injury or developing of health problems.

As a general rule clients with one or more of the following conditions should not undertake exercise until they have undergone medical review.

They include:

- ☆ Any chronic heart problems
- ☆ Unacceptable high blood pressure
- ☆ Low blood pressure after reasonable physical activity
- ☆ Muscular disorders exacerbated by exercise
- ☆ Electrolyte abnormalities/imbalance
- ☆ Infectious disease

...to name just a few

Medical Referral Letter Template

Accessed from Fitness Australia website

SAMPLE

LETTERHEAD - INCLUDE YOUR BUSINESS NAME/CONTACTS/LOGO HERE

Practitioner Name
Clinic
Address
Suburb State Postcode

Referral Date:

Dear Practitioner Name,

Re: Client Name: Insert Client Name
Client Address: Insert Client Address
Client DOB: Insert Client DOB

My/our client Insert Client Name has presented to our business/service/facility with the goal of XYZ.
Client's Name's information and measurements recorded during pre-exercise screening include the following:

Current Physical Activity level	Sessions / week	Notes:
	Minutes / week	
	Intensity (low/mod/high/ vig)	
Resting HR		<ul style="list-style-type: none"> Include bullet point details of any signs or symptoms of cardiovascular, metabolic or respiratory disease, or other medical issues identified in APSS results. Attach copy of completed APSS tool Include any details of other practitioners treating the client
Resting BP		
Weight		
BMI		
Waist Circ		

In response to his/her screening results I am requesting your guidance in relation to Client's Name's condition to enable me/us to ensure delivery of a safe and effective exercise program.

Based on Client's Name's goals, I/we intend to have him/her commence an exercise program consisting of the following:

Describe the intended program focus in brief (1-2 sentences) – e.g. strength / cardio based program; group vs 1:1

Please assess Client's Name's condition and indicate any recommendations you may have in relation to his/her exercise program, including specific activities he/she cannot or should not be undertaking at this time, or other relevant notes.

I/we will keep you informed of Client's Name's progress and any major changes in his/her condition. To acknowledge you have received this referral, please complete this section:

Date Referral received:		Status of Referral: <small>*please describe action required in notes</small>	Complete	Incomplete*
Practitioner Name:		Contact person for follow up: <small>**please provide new contact details in notes</small>	As above	New contact**
Practitioner Title:		Notes:		
Practitioner Signature:				

Please include in notes any instructions you may have regarding follow up or progress reporting.

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

When sending a referral letter to a health professional, what information should the referral letter contain?

TEACHER / TRAINER GUIDANCE NOTES

It should bear the name, phone, address, of your client; contraindications observed and follow-up appointment dates. A good referral letter should contain the following information:

- ☆ Client's name
- ☆ Weight
- ☆ BMI
- ☆ Resting heart rate
- ☆ Blood Pressure
- ☆ Waist Circumference
- ☆ Reason for the letter
- ☆ Planned exercise program

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

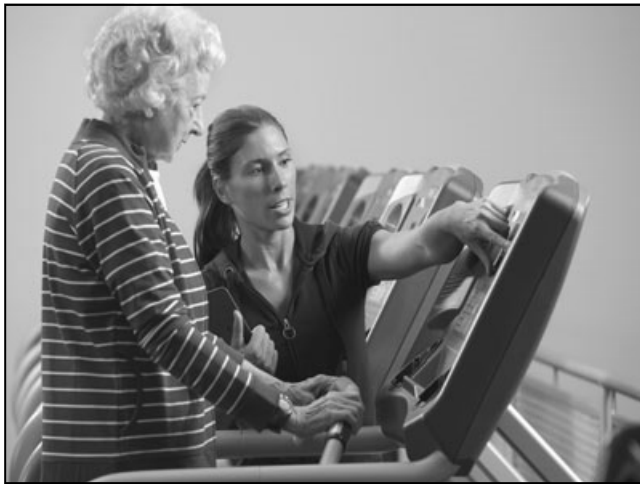
William is a fitness professional at 'Fitness 4 life Inc'. Due to his proficiency and success stories, he is quite popular; and gets new clients weekly. This week, one of his new clients was elderly and used a walking stick as support. What would be his manner of approach?

TEACHER / TRAINER GUIDANCE NOTES

The walking stick showed that the new elderly client had some sort of either injury, balance issues or possibly arthritis.

He should refer the client for a medical review; after which he can be allowed to partake in exercise. However, it should be under close supervision.

SAMPLE SAMPLE



SELECT AND USE APPROPRIATE BASELINE FUNCTIONAL CAPACITY OR FITNESS ASSESSMENTS, AS REQUIRED

Many fitness professionals will augment the pre-exercise health screening questionnaire with some simple functional capacity or fitness assessment exercises.

A common assessment exercise method is called the submaximal graded exercise tests.

Submaximal graded exercise is any physical activity whose intensity increases at regular intervals up to but never exceeding 70-80 percent of the client's maximum heart rate or as directed by the client's doctor. Among the types of graded exercise tests normally used to find the client's 'aerobic' capacity are a stationary bike and a treadmill test.

The starting point of the submaximal exercise tests is the client's weight, height, blood pressure and heart rate are recorded and their maximum heart rate is calculated.

The common method of calculating a client's maximum heart rate is taking 220 and minus their age. So if a client is a male and 55, their maximum heart rate is 165. ($220 - 55 = 165$).

For females may will divide the woman's age by .88 and take this number off 206. So if the client is a female and 55, their maximum heart rate would be 144 ($206 - (55/.88) = 144$).

This is only a guide and most fitness professionals based of the pre-exercise questionnaire may request the client get their doctor to provide them their maximum heart rate.

A submaximal exercise tests indicate oxygen consumption, a measure of aerobic fitness, by recording your heart rate response during a submaximal bout of exercise. During a submaximal graded exercise test, the client's heart rate will increase as the exercise intensity increases. The intensity level of the exercise the client does before reaching 80-85 percent of your maximum heart rate is an indirect indication of the client's aerobic fitness.

SAMPLE SAMPLE



ADVANTAGES OF SUBMAXIMAL GRADED EXERCISE TESTS

Submaximal graded exercise tests can be administered to clients of various fitness levels including older aged clients, making the tests time-efficient and cost-effective. A single exercise testing session can provide a reasonably accurate indication of the client's current aerobic fitness level and is very useful for tracking the client's fitness improvements across a fitness program.

This is important because you can show the client that regular exercise can decrease their heart-rate levels even during a higher exercise intensity. This cardiovascular improvement is a sign that their fitness level has improved. Clinicians may use submaximal graded exercise tests as a simple and cost effective tool to diagnose disease states, such as cardiovascular disease, and prescribe exercise programs to patients.

METHODS

Preferred methods of exercise testing use the stationary bike and the treadmill. During a typical submaximal fitness test, the weight, height, blood pressure and heart rate are recorded and your maximum heart rate is calculated. The client exercises at low intensity until they reach a steady heart rate, then the intensity is increased. Treadmill tests increase elevation and bike tests increase resistance. Speed remains constant for the duration of the test. Heart rate is continually recorded, as intensity is increased periodically. The submaximal graded fitness test stops when the client's heart rate reaches 80-85 percent of their maximum heart rate or what the doctor has prescribed or when the client feels they cannot continue.

PROFESSIONAL MONITORING

For the most accurate results, a fitness test should be monitored and the results analysed, by a professional and experienced trainer, an exercise physiologist, a nurse or a doctor. Maximum heart rate can differ greatly from person to person. Miscalculation of a client's maximum heart rate could lead to an overestimation of their fitness level and put them at risk of injury or harmful health consequences, as could any incorrectly conducted submaximal graded exercise test.

**Learning
Activity**

Task

LEARNING ACTIVITY FIVE

Describe in your own words what a submaximal exercise assessment is.

TEACHER / TRAINER GUIDANCE NOTES

Submaximal graded exercise is any physical activity whose intensity increases at regular intervals up to but never exceeding 70-80 percent of the client's maximum heart rate or as directed by the client's doctor.

SAMPLE SAMPLE



IDENTIFY COMMON BARRIERS TO EXERCISE PARTICIPATION BY OLDER CLIENTS

All clients have a choice whether they want to exercise even on a daily basis.

Like all other habits the longer a person does something, the more likely they will stick with it and this is true with exercise. Any client that sticks with their fitness program for six months or longer is more likely to stick with it for the long term; making it a lifestyle decision.

However, the key here is to ensure that they keep going for six months or longer; that risk period is when they could often decide to not keep going.

When a client has started their fitness program, their fitness instructor or trainer would need to put into place some 'exercise adherence strategies'.

In other words, strategies that the fitness instructor or trainer will use to ensure his or her client sticks with their training program.

The client plays a significant role in developing these strategies.

SAMPLE SAMPLE



Making a decision to stop going to the gym is often triggered by something else.

As their instructor or trainer you would encourage clients to identify situations when they are likely to experience lapses in their exercise program. The most common situations include:

- ☆ Work commitments
- ☆ Travel
- ☆ Holidays
- ☆ Illness
- ☆ Stress
- ☆ Mood
- ☆ Poor weather
- ☆ Family commitments

When clients anticipate these situations and are helped to develop strategies to deal with them, they are better prepared in the actual situations and tend to have higher confidence in coping with them. Illness and family commitments are especially relevant for older adults. It can be difficult for anyone to get back to an exercise program after recovering from an illness; even more so for older adults, who tend to remain ill longer and physically are unable to very much during this period.

There are many thoughts go through a person's mind when deciding whether or not to exercise, such as "I'm too tired" and "I'm not in the mood" and these often used as excuses to support the decision to not exercise.

After missing an exercise session or two, a person often feels as though he or she has failed. This person might decide to wait until the following week or the following month or even the following year to resume their program but often never do.

Also, it is common for clients to feel discouraged when fitness goals are not met and outcomes are not reached. These thoughts can lead to a brief lapse in an exercise program or to quitting the program altogether.



Another common issue is self-esteem. These clients tend to place less value on the benefits of physical activity compared with those who adhere to exercise.

So it is up to the fitness professional to teach their clients to replace their negative thoughts with more realistic or positive ones. The first step is for the client to be aware of his or her thoughts and how thoughts lead to certain behaviours.

The clients need to challenge negative thoughts. A common technique is to ask what the client would say to a friend with the same thought and encourage the client to focus on those thoughts.

Another problem with most persons is that they think having a fitness program is an “All or Nothing” commitment. The fitness professional needs to assure them that there will be times that sessions will be missed for valid reasons, however those reasons should not be the basis of believing their fitness goals have failed.

The all-or-nothing trap is powerful and clients should be reminded to view exercise and adherence as an ever evolving lifestyle commitment. It is important that the client never forgets that doing some level of physical activity is better than no physical activity at all.

For example, when a client says, "Because of that stupid cold I could only exercise twice this week—I really blew it," the fitness trainer or instructor can respond by saying, "I think it's great that you were still able to get in those two sessions, despite your cold!"

Keep reminding clients of their goals and continuous positive reinforcement goes a long way of keeping the clients on track.

This leads to the importance of developing a training program that in the initial stages has the client making progress. Any progress, even if it is small will keep the client motivated and stick with the program. Unrealistic goals at the start will only lead to disappointment and the client stopping their training.



Another strategy is mixing the exercise activities up every few sessions or so. This takes away the potential of becoming bored with the exercise which leads to training lapses.

For older clients, high intensity exercises will generally put them off. Many trainers or instructors will ask what the client what exercises the client likes to do and this has the client contributing to their own fitness program.

Also research has shown that new clients are likely to stick with an infrequent training program schedule such as 1 -2 times a week because subconsciously they believe the training program is not taking over their life and all their spare time.

This concept is also true with the older clients. They look at going to the gym as an event not as a chore, like meeting a friend for a coffee every Tuesday. They start to look forward to the exercise session.

Introducing a client to another client and creating an exercise buddy relationship is another strategy. Subconsciously each one does not want to let the other down so it tends to pull them back to a regular exercise routine.

SAMPLE SAMPLE

OLDER AGED CLIENTS

There is a website called Helpguide.org where three health professionals listed 5 myths about older aged persons doing exercise that are often used as barriers to exercise participation. We have listed those below:

Myth 1: There's no point to exercising. I'm going to get old anyway.

Fact: Exercise and strength training helps you look and feel younger and stay active longer. Regular physical activity lowers your risk for a variety of conditions, including Alzheimer's and dementia, heart disease, diabetes, certain cancers, high blood pressure, and obesity. Not only can exercise help stem the decline in strength and vitality that comes with age, it even improves it. And the mood benefits of exercise can be just as great at 70 or 80 as they were at 20 or 30.

Myth 2: Older people shouldn't exercise. They should save their strength and rest.

Fact: Research shows that a sedentary lifestyle is unhealthy for adults over 50. Inactivity often causes older adults to lose the ability to do things on their own and can lead to more hospitalisations, doctor visits, and use of medicines for illnesses.

Myth 3: Exercise puts me at risk of falling down.

Fact: Regular exercise, by building strength and stamina, prevents loss of bone mass and improves balance, actually *reducing* your risk of falling.

Myth 4: It's too late. I'm already too old to start exercising.

Fact: You're never too old to start exercising and improve your health! In fact, adults who take up exercise later in life often show greater physical and mental improvements than their younger counterparts. If you've never exercised before, or it's been a while, you won't be encumbered by the same sports injuries that many regular exercisers experience in later life. In other words, there aren't as many miles on your clock so you'll quickly start reaping the rewards. Just begin with gentle activities and build up from there.

Myth 5: I'm disabled. I can't exercise sitting down.

Fact: Chair-bound people face special challenges but can lift light weights, stretch, and do chair aerobics, chair yoga, and chair Tai Chi to increase range of motion, improve muscle tone and flexibility, and promote cardiovascular health. Many swimming pools offer access to wheelchair users and there are adaptive exercise programs for wheelchair sports, such as basketball.

(Reference extract from <http://www.helpguide.org/articles/exercise-fitness/exercise-and-fitness-as-you-age.htm>)

**Learning
Activity**

Question

LEARNING ACTIVITY SIX

In this Section we learned about 'Adherence Strategies' and that often older aged clients start to lapse in their training due to various triggers in their daily lives. What were those eight triggers?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Work commitments
- 2) Travel
- 3) Holidays
- 4) Illness
- 5) Stress
- 6) Mood
- 7) Poor weather
- 8) Family commitments

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

In this Section we learned about five myths that older aged fitness clients may think or use as a barrier to exercise participation.

What were those five myths?

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Myth 1: There's no point to exercising. I'm going to get old anyway.

Myth 2: Older people shouldn't exercise. They should save their strength and rest.

Myth 3: Exercise puts me at risk of falling down.

Myth 4: It's too late. I'm already too old to start exercising.

Myth 5: I'm disabled. I can't exercise sitting down.



RECOGNISE AND EXPLAIN BENEFITS OF EXERCISE FOR OLDER POPULATIONS AND THE ROLE OF EXERCISE IN REDUCING RISKS ASSOCIATED WITH AGEING

There is a term that often is used today that relates to the aging population and that is the 'Concept of Healthy Ageing'.

This concept means healthy ageing takes advantage of opportunities for physical, social and mental health to enable older people to take an active part in society without discrimination and to enjoy an independent and good quality of life. It means taking a holistic approach, taking into consideration the many different aspects of life which play a role.

These aspects include:

- ☆ Physical exercise
- ☆ Diet and nutrition
- ☆ Being socially active
- ☆ Life long learning
- ☆ Employment and volunteering
- ☆ Access to services
- ☆ Embracing technology
- ☆ Assured of long term care
- ☆ Environmental awareness

Of course you as the trainee or student are more interested in the physical activity aspect. Older age clients will often need to be encouraged to stay with a fitness program by explaining to them the numerous benefits of exercising.



BENEFITS OF EXERCISE FOR OLDER AGED CLIENTS

The broad benefits of exercises for older people and its association with improved longevity and quality of life are well documented. Older persons who are physically active are generally healthier than those who are inactive; they have lower levels of diseases such as diabetes, heart disease and some cancers, better general health and vitality, a lower risk of falling as well as better mental health.

Regular exercise builds muscle mass giving the client far greater strength and stamina and is key to bone and joint health and maintenance, including reducing joint pain and swelling associated with arthritis.

Regular exercise provides older clients far more mobility to function in everyday activities and exercise increases strength and balance that greatly reduces the risks of falls.

As a fitness professional it is important that the benefits of exercising is clearly communicated to the older clients and you will find that the older aged clients will often need to be reminded of those benefits.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

In this Section we learn the nine aspects to the concept of 'Healthy Ageing'. What were those nine aspects?

TEACHER / TRAINER GUIDANCE NOTES

These aspects include:

- 1) Physical exercise
- 2) Diet and nutrition
- 3) Being socially active
- 4) Life long learning
- 5) Employment and volunteering
- 6) Access to services
- 7) Embracing technology
- 8) Assured of long term care
- 9) Environmental awareness



RECEIVE GUIDANCE FROM MEDICAL OR ALLIED HEALTH PROFESSIONALS FOR EXERCISE PARTICIPATION, AS REQUIRED

Medical and allied health professionals often play a crucial role in the promoting of physical activity to their older aged clients.

However, the responsibility of making a decision whether the health condition of their patient is at a level suitable for a particular exercise activity or any at all, is that of the health professional, which is often the doctor.

So it is important in most cases that the older aged client gets an exercise referral or clearance from their doctor.

Other health professionals may need to be referred to for guidance as to the type and intensity of the exercise activities the older client may undertake.

The fitness professional may need to seek advice, referrals and guidance from one or more of the following medical or health professionals:

- ☆ accredited exercise physiologist
- ☆ accredited practising dietician
- ☆ chiropractor
- ☆ continence nurse advisor
- ☆ general practitioner
- ☆ occupational therapist
- ☆ osteopath
- ☆ physiotherapist
- ☆ podiatrist
- ☆ psychologist
- ☆ remedial massage therapist

This guidance and advice sought will ensure you as the fitness professional that you are developing a fitness program that will be of the most benefit to the older client and not be one that puts the client at any risk.



REFERRAL TO HIGHLY QUALIFIED FITNESS PROFESSIONAL

Referral letters are not only restricted to medical professionals.

There could be instances where the client has requested a personal trainer or the type of training program that the client needs or is seeking is beyond your current capabilities, skills or expertise.

In these cases a referral letter would need to be prepared and provided to a professional trained personal trainer and specialised or highly qualified fitness professional.

Generally, the information is the same as that contained in a medical referral letter.

It would include though any medical referral letters, allied health professional advice or guidance.

SAMPLE SAMPLE

**Learning
Activity**

Research

LEARNING ACTIVITY NINE

This Section was about various types of health professionals that as a fitness professional, you may need to interact with on behalf of your older clients. Below is a list of some of them. In this activity we want you to do some research and under each tell us what their professional discipline is.

Accredited exercise physiologist***Chiropractor******Occupational therapist***

SAMPLE SAMPLE

Osteopath***Physiotherapist******Podiatrist***

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Accredited exercise physiologist—Exercise physiologists oversee the analysis, improvement, and maintenance of health and fitness; rehabilitation of heart disease and other chronic diseases and disabilities; and the professional guidance and advice of fitness trainers.

Chiropractor—A chiropractor is a health care professional focused on the diagnosis and treatment of neuromuscular disorders, with an emphasis on treatment through manual adjustment and/or manipulation of the spine.

Occupational therapist—Occupational therapists help people of all ages to fully engage in their daily lives, from their work and recreation to activities of daily living like getting dressed, cooking, eating and driving and this includes exercising to maintain mobility, strength and stamina.

Osteopath—This a professional that practices non-invasive manual medicine that focuses on total body health by treating and strengthening the musculoskeletal framework, which includes the joints, muscles and spine.

Physiotherapist—Physiotherapists help people affected by injury, illness or disability through movement and exercise, manual therapy, education and advice.

Podiatrist—A podiatrist is a specialist who provides medical diagnosis and treatment of foot and ankle problems.



DEVELOP AND DOCUMENT CLIENT PROFILES FOR RE-EVALUATION PURPOSES

As a fitness professional you will be generating a reasonable amount of information about your clients.

This information would include:

- ☆ Notes taken when determining client's fitness needs and preferences
- ☆ Pre-exercise health screening questionnaires
- ☆ Referral letters from health professionals
- ☆ Documenting fitness programs
- ☆ Ongoing evaluation documents
- ☆ Notes on ongoing advice given to the client

One type of document you would develop is a “client profile”.

This client profile would start with the pre-exercise health assessment information and the initial fitness program developed for the client based on the needs, preferences and the pre-exercise health assessment information.

There are various ways of developing client profile documents or files and most are dictated by the facility you would be, or are now working in.

The client profile needs to be kept up to date and used often to evaluate the clients progress in the fitness program and re-evaluate the fitness program they have been given.

Any handwritten profiles need to be clear, understandable and legible. Other members of the organisation may need to work with the client and will rely on the information you have kept.

Clients of any fitness facility are protected by Australian Privacy laws. Much of the information held is of a sensitive nature, confidential and needs to be treated as such.

All documents relating to the client need to be kept safe and secure. If the information is paper based then they should be locked away in lockable filing cabinets. If any information is stored on a computer, then this information should be accessed only with a authorised username and password.

**Learning
Activity**

Question

LEARNING ACTIVITY TEN

Here is a scenario.

You have just created a new client profile file for an older aged client. This has included the information gathered from the client's pre-exercise health screening questionnaire. You have instructed the client to go to their doctor and get some guidance, advice and clearances in doing a fitness program.

A few days later the client has come back with a letter from their doctor and it has contained additional information that does have an affect on how you develop a fitness program for the older aged client.

What is your next immediate step?

SAMPLE SAMPLE

Section Four

Evaluate Program

SAMPLE SAMPLE

INSTRUCT EXERCISE TO OLDER CLIENTS

SECTION FOUR—EVALUATE PROGRAM

INTRODUCTION

In this section you will learn the importance of ongoing and constant monitoring and evaluation of your client's fitness program..

This section reveals that this evaluation will likely result in certain modifications being required to the fitness program.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Monitoring and evaluation of program at appropriate intervals
- ☆ Seeking and providing feedback from health professionals
- ☆ Seeking, receiving and responding to client feedback
- ☆ Reviewing your own performance and looking for areas of improvement
- ☆ Identifying aspects of the fitness program that need additional attention
- ☆ Evaluating the program and discussing with relevant person any required modifications to the program
- ☆ Documenting the program modifications and updating the client records



MONITOR AND EVALUATE EXERCISE PROGRAM AT APPROPRIATE INTERVALS

The ideal exercise progression for older aged clients should be from minimum frequency to increasing frequency; to increasing duration; and then increasing intensity. The rate of progression is divided into three phases: initial conditioning phase, improvement conditioning phase; and maintenance conditioning phase.

The time of each of these progression stages will be depended on the age, condition and limitations of the older aged client. It is important to monitor the client and evaluate if the program is meeting the needs and expectations of the client and if the client is experiencing difficulties with any aspect of the program.

As we learned earlier, there is likely ongoing informal monitoring of the client's participation in exercise sessions, especially needed for clients that are older.

However, it is often advisable at certain intervals during the program that you as a fitness professional undertake a more formal approach to the monitoring and evaluation of the program.

It is likely that the program has set certain goals, therefore at certain appropriate intervals during the program the client should be monitored and then assessed whether they are progressing towards their goals.

Based on the results of this monitoring, the program may need to be evaluated as to its effectiveness and may require modification.

The actual timing of the monitoring and evaluation intervals will vary widely, depending on the client.

However they should be scheduled in a way that should any issues arise relating to the client and their participation in the fitness program are identified early and can be managed effectively.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

What were those three progression phases we looked at in the Section ?

Phase 1 _____

Phase 2 _____

Phase 3 _____

TEACHER / TRAINER GUIDANCE NOTES

The rate of progression is divided into three phases: initial conditioning phase, improvement conditioning phase; and maintenance conditioning phase.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

Your client Norma, aged 70 is a resident at the local rest home. As part of her care she has been enrolled in a seniors fitness program at the gym and you are her fitness instructor.

After significant interaction with her doctor and her care person, you came up with a fitness program.

It was important for you to monitor and evaluate Norma's fitness program at certain intervals for two important reasons.

What do you think those two reasons are?

TEACHER / TRAINER GUIDANCE NOTES

The first reason is to be assured that the Norma was making progress and that the goals that were set were being achieved.

The second reasons is that Norma's doctor and possibly her care person would want regular updates as to how she was doing.



PROVIDE WRITTEN AND VERBAL FEEDBACK TO MEDICAL OR ALLIED HEALTH PROFESSIONALS, AS REQUIRED

In this training unit we have mentioned on many occasions that you as a fitness professional will have numerous interactions with doctors and other allied health professionals when developing fitness programs for clients.

This interaction would include:

- ☆ Doctor referrals and/or clearances
- ☆ Advice from allied health professionals
- ☆ Guidance and involvement from health professionals in fitness program designs

Generally, when interacting with health professionals, especially when they have had a significant amount of input into the development of a fitness program, will want to have regular updates as to how the client is progressing.

These updates or feedback can be provided both formally by way of a written report or informally by providing verbal feedback using a telephone or during an informal meeting.

This is where accurate and up to date client records are essential.

As you provide feedback to health professionals you will need to refer to these records and sometime provide copies to the health professionals.

Your written or verbal feedback to the health professionals may result in them evaluating the clients progress and provide suggestions, advice and/or guidance as to possible modifications to the client's fitness program.

It should be noted that any client records provided to any health professional must have the consent of the client or their legal guardian.

Fitness records are considered as confidential as any type of medical records and the client is protected by law as to who is allowed access to those records, both written and/or communicated verbally.

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

What is important to have when updating or providing feedback to any health professionals?

What is also important when providing client information to any health professional?

TEACHER / TRAINER GUIDANCE NOTES

Up to date and accurate client records.

No client information is allowed to be passed over to anyone both written or verbally without the consent of the client or their legal guardian.



REQUEST AND RESPOND TO FEEDBACK FROM CLIENTS

In this section we are looking at the need to evaluate any fitness program that has been developed, especially for clients that are older in age.

We have already looked at the need to formally and informally monitor and evaluate fitness programs developed by the fitness instructor.

We also have looked at the possible need to give and receive feedback from health professionals and use this feedback while evaluating a fitness program.



However, a key part of evaluating a fitness program is to learn what the client actually thinks. They need to be encouraged to offer their own feedback as to the fitness program that has been developed for them.

Request for and/or receiving feedback from clients can happen in a few ways.

The first and most informal way is to casually ask the client questions about what they feel about the fitness program they are engaged in. This should happen on a regular basis and the responses of the client noted down in their files.

Another informal method of receiving client's feedback is when they offer their feedback unsolicited, in other words, they were not asked for their feedback at the time. Again, this type of feedback is important and should be noted down in the client's files.

The more formal way is to provide the client a feedback form that has questions they are requested to answer and/or provide in writing their thoughts on the fitness program. This written feedback from the clients would again, form part of the client's file.

The information from the client's feedback, both formal and informal feedback is an important part of what should be used to evaluate the fitness program.

More importantly, issues raised by the client through their feedback should be responded to or actioned. Client feedback is essential when tailoring a fitness program for a client that he or she will willingly and actively undertake.

It also shows that you are serious about their progression and are supportive while undertaking the fitness program.

**Learning
Activity**

Task

LEARNING ACTIVITY FOUR

In this activity you are to design a feedback form that you would provide to your client.

In the area below first describe your client (remembering they need to be described as an older aged client).

Then describe briefly what the fitness program is that this client is undertaking.

Then design a feedback form in line with the details below.

Present your feedback form to your teacher or trainer for review and discussion.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Submissions to this activity will vary.

You as the teacher, trainer or assessor would need to make sure that the client they have described is one that could be considered an older aged client.

The detail of the training program should suggest that some thought has gone into developing a fitness program that aligns with the client they have described.

The form should have questions that relate directly to the program and should include how the client feels they are progressing, if they struggle with any of the activities (should name specific activities on the for) and so on.

The form should have a space where the name and other details of the client are filled in.



REVIEW OWN PERFORMANCE AND IDENTIFY AREAS NEEDING IMPROVEMENT

The actual fitness program or session exercise activities are not the only areas that need evaluated.

Your own performance as the fitness professional should also be evaluated. Areas that should be reviewed could include:

- ☆ **Your relationship with the client**—Does he or she show trust in what you say, respond positively to your requests and respond well to your ongoing encouragement? Do you feel you are a good fitness coach?
- ☆ **Your network of health professionals**—Do you believe your network of health professionals is expansive enough and up to date?
- ☆ **Your communication skills**—Are you able to easily and effectively communicate a wide range of messages to your client and are you an active listener when the client is interacting with you?
- ☆ **Ability to respond to feedback**—Do you respond positively to all feedback even if some is negative. Are you able to take advice, or guidance from others when developing fitness programs or interacting with clients?
- ☆ **Supportive and responsive nature**—Are you always finding ways to support your client's fitness goals and are responsive when your client starts to experience difficulty in some aspect of the fitness program? Do you show empathy and compassion when interacting with your client?
- ☆ **Technical skills**—Is your ability to develop effective fitness programs at a level you believe they should be or is there room for improvement?
- ☆ **Personal development**—Are you reasonably confident that you are abreast or up to date with new training concepts, fitness trends and fitness equipment?

In most cases when a fitness program is being evaluated, some areas revealed that need improvement actually relate to how the fitness instructor is delivering the program.

As suggested above, it could be your technical ability to develop a proper fitness program, it could be the way you have been communicating with the client or it could be not responding to feedback from others, including the client.

Improving your own performance will result in the fitness program being more effective and achieving the fitness goals of the client.

There is room for everyone to improve, even those that have been in the industry for many years have found areas that they needed to improve.

**Learning
Activity**

Research

LEARNING ACTIVITY FIVE

In this Section we mentioned that an important part of a fitness professional's career is continuous personal development.

What does that mean?

Do some research and tell us some personal development activities that a fitness professional may undertake.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Answers will vary.

Personal development is generally about attending seminars, additional vocation training courses and/or trade exhibitions where the fitness professional will increase their industry and skill knowledge.

There are numerous personal development activities a fitness professional could attend.

The list of types will vary, however they should clearly be ones that by attending them would result in increasing their skills and knowledge of the fitness industry.



IDENTIFY ASPECTS NEEDING FURTHER EMPHASIS OR ATTENTION IN FUTURE SESSIONS

Still on the subject of fitness program evaluation, ongoing monitoring, feedback and body adaptation levels may reveal additional emphasis may need to be focused on certain areas of the clients body.

This may mean that in future sessions certain exercise activities may be increased or new exercise activities introduced that will focus more on areas needing more attention.

For example, non-weight bearing activities including stationary cycling, seated stepping, seated aerobics, upper body exercises and many water activities are particularly helpful for obese clients who also have joint injury or pain.

Another example, an elderly client is needing to build more muscle strength, so the session exercise could have increased weight lifting exercises, maybe some calisthenics routines, even some yoga sessions.

Fitness programs should have some flexibility so that areas that need more attention can be focussed on and the fitness program is able to accommodate them.

If the changes are dramatic, it may need the clearance of a health professional.

**Learning
Activity**

Research

LEARNING ACTIVITY SIX

In Activity Two you were introduced to Norma, a 70 year old client of yours. The care person from the seniors' rest home had come to see you and asked if Norma could have additional exercises that would help her balance. Apparently she had had some falls at the rest home and fortunately none had sustained an injury.

So you made some modifications to her fitness program that would focus more on fall injury prevention. The care person wanted to see what program you will come up with in order to discuss the modifications with the doctor.

Do some research and select some exercises that can assist older aged clients in lowering their chances of falls.

Describe the exercises you chose.

Compile your research results in a report form and present the report to your teacher or trainer for review and discussion.

TEACHER / TRAINER GUIDANCE NOTES

There are many resources on the internet that the student or trainee can access to complete this activity.

Generally, this activity has been designed to develop the student's or trainee's ability to focus on a particular need or condition of a client and develop exercise activities related to that need or condition.



EVALUATE PROGRAM OR ACTIVITIES AND DISCUSS MODIFICATIONS TO PROGRAM

Up to this point we have reviewed various fitness program evaluation steps which included:

- ☆ Monitoring and evaluating exercise sessions and activities at appropriate intervals
- ☆ Providing and receiving feedback from various health professionals
- ☆ Seeking and receiving feedback from the client
- ☆ Evaluating your own performance especially relating to the delivery of the fitness program
- ☆ Identified areas needing further emphasis or attention in future sessions

Going through all these steps would no doubt reveal the need for some level of fitness program modifications.

However, before making any modifications to the fitness program you would need to have some discussions about the modifications with certain parties that may include:

- ☆ The client
- ☆ Health professionals
- ☆ Other more experience fitness professionals

During these discussions you would:

- ☆ Outline the suggested modifications to the fitness program and/or activities
- ☆ The reasons behind the need for modifications
- ☆ The benefits that could be experienced as a result of modifying the program or activities
- ☆ Provide supporting information gathered from the many steps of evaluation that took place

You would likely get some additional feedback, advice or guidance, however if your case for making the program modifications is sound, then it is likely you would have agreement from all interested parties, most importantly the client.

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

In Activity Six you were going to need to discuss Norma's fitness program modifications with some health professionals. We learned that when discussing the modifications to a client's fitness program and/or exercise activities you would likely need to do what?

TEACHER / TRAINER GUIDANCE NOTES

During these discussions you would:

- ☆ Outline the suggested modifications to the fitness program and/or activities
- ☆ The reasons behind the need for modifications
- ☆ The benefits that could be experienced as a result of modifying the program or activities
- ☆ Provide supporting information gathered from the many steps of evaluation that took place



DOCUMENT AND UPDATE RECORDS OF EVALUATION AND MODIFICATION OF PROGRAMS

In this Section we have learned various steps that should be taken when evaluating a fitness program and then finalising any modifications to the program.

The final step would be to update the client's files and include all the evaluation details and the details of any modifications made.

As we learned earlier a fitness professional is conscious of the need to have up to date, complete and accurate client files.

We also learned that client confidentiality must be maintained at all times. The Privacy Act 1988 is an Australian Law that regulates how you handle your client's private /personal information. This law demands that you take 'reasonable steps' to protect your client's private/personal information in your possession from loss, misuse; and unauthorised access, use, disclosure or modification.

Aside from sharing of information with professional colleagues (only when necessary and with the client's or guardian's consent), fitness professionals must keep client information private.

Many times at the beginning when the client is first pre-exercise health assessed, they will sign a consent form that allows the fitness instructor to give the client's records to their doctor, physiotherapists and/or other nominated health professionals.

Also it should be mentioned that a client has full and unrestricted access to all information you have gathered or compiled on them.

If they request copies of this information, you are obligated to provide it to them at no cost and in a timely manner.

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

In this Section we mention a law that is titled Privacy Act 1988. Why did we mention this law?

TEACHER / TRAINER GUIDANCE NOTES

This law is to protect all the privacy of all people in Australia and that would include any information you held on any clients.

Their information is not to be passed on to anyone else without their written consent or that of their legal guardian.

SAMPLE SAMPLE

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Do you remember how using good questioning skills can assist in becoming a good communicator with older clients?
- ☆ Can you recall how to calculate a clients 'body mass index' (BMI)?
- ☆ Are you able to explain what type of client information should be included in a referral letter?
- ☆ Do you know what methods are used when administering a 'submaximal exercise test'?
- ☆ Can you describe the 5 common myths older people often use which become barriers to their exercise program?
- ☆ Are you able to understand some of the benefits exercise can provide to an older population?
- ☆ Do you remember what type of information would be included in a 'client profile'?
- ☆ Can you recall the factors that could lead to an older client tripping or falling in an exercise environment, as well as why these types of accidents could have very serious consequences for them?
- ☆ Are you able to explain to us some of the suitable exercises or fitness activities that would be suitable for the following categories or clients;
 - a) Asthmatic?
 - b) Elderly?
 - c) Injured/disabled?
- ☆ Do you know what the various components of fitness include, as well as how these components need to be taken into consideration when developing a fitness program for an older aged client?
- ☆ Can you describe how the following structural and physical adaptations begin to occur in a clients fitness level, as well as why these changes need to be explained to older clients:
 - a) Muscle adaptations?
 - b) Bone adaptations?
 - c) Cardiovascular adaptations?
- ☆ Are you able to understand why a client should do a dynamic warm-up before as well as a dynamic cool-down after fitness activities?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

- ☆ Do you remember what types of clients would fit into the following categories of contraindication to exercise;
 - a) Absolute?
 - b) Relative?
- ☆ Can you recall what is meant by non-verbal communication?
- ☆ Are you able to explain how the fitness instructor should communicate a newly created fitness program to the client?
- ☆ Can you describe what 'Cyanosis' means and what a fitness instructor should immediately do if a client is showing symptoms of this type of exercise intolerance?
- ☆ Are you able to understand what 'exercise intensity' means, as well as why a fitness instructor may need to make modifications to a clients profile because of this factor?
- ☆ Do you remember why a fitness instructor may be required to continue to interact with medical or allied health professionals when providing fitness programs for older aged clients?
- ☆ Can you recall how a fitness instructor can encourage or motivate a struggling client as well as a client that is done well in their fitness goals?
- ☆ Are you able to explain how the proper application of 'kinesiology' can help to eliminate safety issues that may arise with older clients?
- ☆ Can you describe how to help motivate or make adjustments to a clients fitness program in order to achieve their fitness goals?
- ☆ Are you able to understand why it is important to keep accurate session documents, as well why these documents must be appropriately stored when not in use?
- ☆ Do you remember what the three phases of the rate of a clients progression are in regard to their fitness program?
- ☆ Can you recall the various ways to request and/or receive feedback from clients?
- ☆ Are you able to explain how a fitness instructor can identify certain areas that a client may need to focus on during their fitness activities, as well as examples of the types of modifications that may need to be made in order to provide this?
- ☆ Do you know why client confidentiality must always be maintained in regard to the documentation or records made of their fitness programs?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

NOTES

SAMPLE SAMPLE