



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISFFIT530A Deliver prescribed exercise to children and young adolescents with specific chronic conditions**

Release: 2

## **SISFFIT530A Deliver prescribed exercise to children and young adolescents with specific chronic conditions**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge to deliver exercise programs to children and young adolescents who present with risk of an adverse event or exacerbation of impairment during exercise, in collaboration with relevant medical or allied health professionals.

### **Application of the Unit**

This unit applies to specialised exercise trainers whose clients have one or more specific but stable chronic conditions. A chronic medical condition is usually a condition in which the signs and symptoms related to that condition last more than three months. Common paediatric chronic medical conditions include, but are not restricted to, metabolic and endocrine, musculo-skeletal, respiratory, sensory impairment and neurological. This unit excludes clients with congenital cardiac disorders and some cardiorespiratory conditions.

The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the medical or allied health professional.

The specialised exercise trainer applies the understanding and skills to deliver and modify the program in terms of mode, frequency, intensity and volume to accommodate the progression of the client within the parameters prescribed by the medical or allied health professional.

They apply self directed application of knowledge and skills related to chronic conditions of children and young adolescents, and exercise judgment in delivering the prescribed exercise. The specialised exercise trainer demonstrates the ability to analyse the clients responses to exercise and where appropriate consult with the medical or allied health professional.

### **Licensing/Regulatory Information**

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Pre-Requisites**

SISFFIT313A Plan and deliver exercise to apparently health children and adolescents

## **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |   |
|---|---|
| <p>1. Apply pre-screening and baseline assessment protocols and procedures to children and young adolescents.</p> <p>2. Develop a plan for an exercise session for children and young adolescents with special needs.</p> <p>3. Instruct an exercise session for children</p> | <p>1.1. Demonstrate the appropriate <b><i>pre-screening</i></b> required to determine the needs of <b><i>children and young adolescents</i></b> to participate in an <b><i>exercise program</i></b> in accordance with <b><i>organisation policies and procedures</i></b>.</p> <p>1.2. Recommend advice be sought from a <b><i>medical or allied health professional</i></b> based on any health, nutritional or dietary disorder, or medical or injury concerns according to organisational policies and procedures.</p> <p>1.3. Provide advice for participants and their parents or guardian when referrals are required following appropriate pre-screening procedures.</p> <p>1.4. Plan and develop physical activity sessions based on results of pre-screening procedures.</p> <p>1.5. Demonstrate appropriate <b><i>baseline assessment</i></b> protocols for children and young adolescents with special needs prior to participation in an exercise program in accordance with organisation policies and procedures.</p> <p>2.1. Identify prevailing conditions of children and young adolescents and establish <b><i>client needs</i></b>.</p> <p>2.2. Become familiar with typical adverse signs and symptoms that may arise during exercise for children and young adolescents with <b><i>specific chronic medical conditions</i></b>.</p> <p>2.3. Consult with an appropriate <b><i>medical or allied health professional</i></b> as necessary.</p> <p>2.4. Work with <b><i>medical or allied health professionals</i></b> to document exercise <b><i>session plans</i></b> for a variety of exercise programs for children and young adolescents with specific chronic medical conditions in accordance with recognised exercise recommendations, fitness test results, client limitations, and potential interactions of medications.</p> <p>2.5. Explain to the children and young adolescents and their caregivers their need to be referred back to a medical or allied health professional if their condition becomes unstable.</p> <p>3.1. Outline the purpose of the exercise session to participants including the benefits of exercise for children and young</p> |
|---|---|

## ELEMENT

## PERFORMANCE CRITERIA

- |   |   |
|---|---|
| and young adolescents with special needs.   | adolescents with specific chronic medical conditions.   |
|   | 3.2. Deliver appropriate <b><i>instructional skills</i></b> for the client group.   |
|   | 3.3. Select and modify appropriate equipment for safe use according to the prevailing needs of children and young adolescents with specific chronic medical conditions.                         |
|   | 3.4. Demonstrate the safe and appropriate use of selected <b><i>exercise equipment</i></b> and report or address any unsafe equipment according to organisational policies and procedures.      |
|   | 3.5. Deliver exercise sessions suitable to the needs and goals of the client group.   |
|   | 3.6. Demonstrate how <b><i>modifications</i></b> to the exercise can incorporate the different needs of <b><i>children and young adolescents</i></b> .  |
|   | 3.7. Demonstrate <b><i>motivational techniques</i></b> providing positive and effective feedback to the client group.   |
|   | 3.8. Implement strategies to promote positive behaviour.  |
|   | 3.9. Monitor client responses for any typical signs and <b><i>symptoms requiring intervention</i></b> that may occur during exercise.   |
|   | 3.10. Apply <b><i>procedures to respond to adverse signs and symptoms requiring intervention</i></b> as required according to relevant legislation and organisational policies and procedures.  |
|   | 3.11. Recognise <b><i>signs of an unstable medical condition</i></b> and refer the client back to an appropriate <b><i>medical or allied health professional</i></b> .                          |
| 4. Review a range of exercise programs for children and young adolescents with special needs. | 4.1. Critically evaluate a series of exercise sessions for children and young adolescents with special needs according to feedback received from participants and parents, carers or guardians. |
|   | 4.2. Produce a <b><i>written evaluation</i></b> assessing observations.   |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- communication skills to provide clear instruction and constructive feedback to children, young adolescents, parents, guardians or caregivers, medical or allied health professionals
- problem-solving skills to:
  - identify exercises targeted to specific fitness components and to make modifications where required
  - recognise conditions outside own scope of practice and make appropriate referral to medical or allied health professionals
- planning and organising skills to deliver the exercise session including accessing all required equipment
- team work skills to work collaboratively with medical or allied health professionals according to legal and ethical condition.
- literacy and numeracy skills to enable:
  - the accurate interpretation of referrals and to
  - document exercise sessions and calculate and
  - adjust exercise duration and frequency.
- manage the time of sessions and facility schedules
- decision making skills to select venues appropriate for the physical and social needs of children and young adolescents and determine appropriate instructional techniques
- ability to adapt to the inclusion of children with specific chronic medical conditions in normal sessions where appropriate.

### Required knowledge

- the medical and allied health sector to enable appropriate recommendations to be made to parents, guardians or care givers
- principles of biomechanics and exercise science to enable the selection of exercises appropriate to participant characteristics and needs
- stages of physical, social and cognitive growth and development in children and young adolescents to enable effective planning of programs
- principles of exercise program design to enable development of exercise sessions for specific age groups or development stages of children and adolescents
- medical and anatomical terminology to interpret referrals from medical or allied health professionals
- motivational psychology to enable identification and mitigation of barriers to exercise adherence
- relevant legislation and organisational policies and procedures to enable safe and appropriate conduct of exercise for children and young adolescents and to maintain the confidentiality of client information.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- screens children and young adolescents with specific chronic medical conditions needs prior to commencement of physical activity sessions and communicates results to relevant caregivers and recommends referral to appropriate medical or allied health professionals where necessary
- develops a variety of physical activity sessions for a range of client groups of children and young adolescents with specific chronic medical conditions
- monitors and maintains the safety of clients, exercise equipment and the exercise setting and applies effective contingency management techniques to deal with problems and issues that may arise during the exercise program.
- communicates effectively to provide clear instruction and constructive feedback to a range of children and young adolescents, caregivers, medical and allied health professionals
- demonstrates appropriate manner, empathy and patience when working with children and young adolescents.
- modifies individual exercises to accommodate the specific chronic medical conditions of the client group
- evaluates exercise sessions and modifies exercise plans according to feedback received from participants, relevant medical and allied health professionals and own evaluation.

#### Context of and specific resources for assessment

Assessment must ensure training of multiple exercise sessions that are of sufficient duration and breadth to allow the demonstration of competency and consistency of performance.

Assessment must also ensure access to:

- a facility where a variety of exercise modes and equipment are available, such as a weights gym, exercise room or outdoors
- relevant resources; for example, nutritional

information prepared by dieticians for a range of ages

- appropriate documentation normally used in the workplace such as fitness charts, client record forms and assessment questionnaires
- a range of participant groups composed of children and young adolescents with specific medical conditions.

## **Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of instructing and monitoring exercise sessions for children and young adolescents
- oral or written questioning to assess knowledge of stages of development and growth in children and young adolescents and how these relate to effective exercise planning
- portfolio of plans for physical activity sessions for different age groups, covering a range of specific medical conditions.
- third-party reports from a supervisor detailing work performance.



## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Pre-exercise screening*** may include:

- medical history
- functional limitations
- medication
- lifestyle evaluation
- fitness goals
- exercise history
- questionnaire
- interview.

***Children and young adolescents*** may include:

- children:
  - aged between 3 - 5 years
  - aged between 5 - 9 years
- young adolescents:
  - aged between 9 - 16 years.

***Exercise programs*** may include:

- cardio-vascular exercise for age variations
- resistance training
- flexibility
- fundamental motor skills.

***Organisational policies and procedures*** may include:

- Occupational Health and Safety
- emergency procedures
- risk management
- use of client record systems
- collection and use of client information
- equipment use and maintenance
- client supervision
- incident reporting
- client screening procedures
- client referral procedures
- ethical considerations in assessing children
- child protection

***Medical or allied health professional*** may include:

- sports medicine physician
- staff specialist
- general practitioner
- physiotherapist
- accredited exercise physiologist

- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- psychologist
- aboriginal health worker
- diabetes educator.

- Baseline assessment*** may include:
- cardio-vascular
  - strength
  - agility
  - flexibility
  - fundamental motor skills.
- Client needs*** may include:
- consideration of adaptations by children with specific medical conditions to physical activity programs
  - methods of instruction
  - time delivery to achieve outcomes
  - changes to environment and or spaces
  - adaptation and modification of equipment
  - modification to rules.
- Specific chronic medical conditions*** may include:
- musculoskeletal issues
  - sensory impairment
  - eating disorders
  - metabolic and endocrine conditions
  - physical disabilities
  - neurological disorders
  - respiratory conditions
  - mental health.
- Session plans*** may include:
- exercise selection
  - identification of client needs and goals
  - components of the session
  - order and or sequence of physical activities
  - duration and or intensity of exercise
  - safety considerations
  - instructional skills
  - equipment selection
  - suggested progression within the physical activity
  - special consideration to accommodate the different needs and limitations and age variations
  - selection of appropriate music.
- Instructional skills*** may include:
- transitions between exercises or games
  - session structure variations.
  - communication skills
  - verbal and visual instructions relevant to age group
  - technique correction.
- Exercise equipment*** may include:
- treadmill

- cycle
  - ergometers
  - rowing machine
  - dumbbells and age specific strength training equipment
  - small equipment
  - interactive equipment
  - sporting
  - circuit-based equipment.
- Modifications*** may include:
- accommodation for the physical changes and health conditions associated with developmental age
  - accommodation for the social and psychological changes that occur with children.
- Motivational techniques*** may include:
- goal setting
  - positive feedback.
- Symptoms requiring interjection*** may include:
- shortness of breath at rest or with mild exertion
  - dizziness or syncope
  - orthopnea or paroxysmal nocturnal dyspnea
  - palpitations or tachycardia
  - intermittent claudication
  - unusual fatigue or shortness of breath with usual activities
  - illness or sickness
  - lack of functional strength
  - neck soreness or strain
  - pain on movement of any body part.
- Procedures to respond to adverse signs and symptoms requiring intervention*** may include:
- cessation of activity
  - first aid
  - emergency medical assistance
  - referral.
- Written evaluation*** may include:
- evaluation of session
  - possible improvements.

## Unit Sector(s)

Fitness

## **Competency Field**

Fitness