



Australian Government

**Assessment Requirements for SISFFIT045
Develop and instruct personalised exercise
programs for adolescent clients**

Release: 1

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Modification History

Supersedes and is not equivalent to SISFFIT013 Instruct exercise to young people aged 13 to 17 years.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete pre-exercise screening and fitness assessments of three different adolescent clients, to collectively include:
 - a female adolescent client
 - a male adolescent client
 - an adolescent client aged between 13 and 15 years
 - an adolescent client aged between 16 and 17 years
- for each of the above three client assessments:
 - determine health risk factors for exercise participation using industry standard screening questionnaire and guidelines for young people
 - select and use activities and equipment appropriate to age and stage of development to assess:
 - cardiovascular endurance
 - muscle strength
 - muscle endurance
 - flexibility
 - functional motor skills
 - accurately record screening and fitness assessment results in client records
- for each of the above three clients:
 - develop and document one personalised exercise program suited to the client age and stage of development
 - develop and document two personalised session plans, each with a minimum duration of 30 minutes
 - incorporate exercises and injury prevention strategies suited to client stage of development
- instruct two sessions for two of above the clients (four sessions in total), according to session plans, each with a minimum duration of 30 minutes
- consistently use client-centred communication and instructional techniques that are suited to client age and stage of development
- develop one 30 minute group session plan and instruct one group session of at least four adolescent clients

- according to actual client interactions or case studies, evaluate the effectiveness of one client program, modify program and session content and document details of the evaluation and changes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures for obtaining informed consent from parents or guardians
- boundaries and responsibilities of fitness instructors in providing personalised exercise prescription for adolescent clients and relationship to duty of care
- legal requirements for fitness instructors specific to working with adolescents:
 - working with children checks
 - obtaining informed consent from parent or guardian
 - sharing adolescent health information with parents or guardians, including ability of adolescents to limit and refuse information sharing
- format and inclusions of industry standard pre-exercise screening questionnaires and guidelines for young people, and:
 - purpose of different stages of screening questionnaires
 - how to use to identify and evaluate adolescent health risk factors
 - circumstances indicating need for guidance from medical and allied health professionals
- specific health risk factors to be considered in screening adolescents for participation in exercise programs, why these factors are important, and how single and multiple factors contribute to assessment outcomes:
 - heart conditions in adolescents and family history of conditions
 - epilepsy, seizures, convulsions, fainting and dizziness
 - diabetes
 - asthma
 - allergies and anaphylactic reactions
 - surgery in recent months
 - use of medications
- key purpose and overview content of established national guidelines that support the provision of fitness services to adolescents:
 - movement guidelines for children and young people
 - Australian Physical Literacy Framework or its successor
 - industry-developed children's health and fitness services guidelines
- overview of the key stages of development and milestones for adolescent females and males, and implications for exercise programming and instruction at different ages:
 - physical
 - social
 - emotional

- cognitive
- language
- common reasons why adolescent clients present for personalised exercise prescription and instruction:
 - sport and event specific training goals
 - muscle hypertrophy
 - fat loss
 - developmental and health concerns
- credible sources of information about eating and excessive exercise disorders in adolescents and overview knowledge of:
 - prevalence in adolescents
 - physical, social, and psychological impacts
 - physical and behavioural warnings signs
 - referral options and how fitness instructors can work collaboratively with medical and allied health professionals to support recovery
- methods, exercises and equipment suitable for assessing adolescents in:
 - health related components of fitness:
 - cardiovascular endurance
 - muscle strength
 - muscle endurance
 - flexibility
 - body composition
 - skill related components of fitness:
 - power
 - speed
 - agility
 - coordination
 - balance
 - reaction time
- aspects of exercise science principles relevant to the design of programs and sessions for adolescents
- principles of safe practice when prescribing exercise for adolescents related to:
 - growth and maturation
 - coordination development and control
 - stability
 - posture
 - fundamental movement skills
 - aerobic capacity
- different types of exercises suited to adolescent clients, types of suitable equipment, and safe techniques for their completion:
 - cardiovascular exercises

- resistance exercises
- flexibility exercises
- coordination and balance exercises
- common exercise-related injuries and issues for adolescent clients, and how to prevent and address these in exercise instruction:
 - sprains
 - osteochondrosis including severs and patellofemoral pain syndrome
 - shoulder instability and joint hypermobility
- appropriateness of different demonstration and instruction techniques for effective instruction of adolescent clients of varying ages
- communication considerations for adolescents:
 - recognising stage of cognitive development
 - being positive and focussing on strengths
 - respecting the rights of young people
 - checking own understanding and the understanding of the younger person
- methods used to evaluate effectiveness of personalised exercise programs:
 - ongoing informal discussions with client and parent or guardian, and targeted questions to elicit opinion about achievement of goals
 - ongoing observation and measurement of client performance and improvements
 - staged formal assessments and comparison measurement.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with adolescent clients; these can be:
 - young clients aged between thirteen to seventeen years in an industry workplace, or
 - young people aged between thirteen to seventeen years who participate in simulated activities used for the purpose of skills assessment, or
 - individuals who role play adolescents during simulated activities
- equipment required for fitness assessments and sessions
- industry standard pre-exercise screening questionnaires and guidelines for young people
- parental informed consent forms
- template exercise program and session plans
- client records and progress charts

- procedures for obtaining informed consent from parents or guardians.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>