



Australian Government

SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients

Release: 1

SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients

Modification History

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

Application

This unit describes the performance outcomes, skills and knowledge required to complete pre-exercise screening and fitness assessments for individual clients aged thirteen to seventeen years, and to develop and instruct exercise programs and sessions specifically tailored for these clients. It covers skills for evaluating and modifying programs in response to client monitoring and feedback.

Programs and sessions take account of the particular issues and limitations for adolescent clients.

Program design involves effective application of exercise science principles. This unit has a direct relationship with, and is supported by, SISFFIT049 Use exercise science principles in fitness instruction.

This unit applies to personal trainers, who work independently with clients using discretion and judgement to develop and instruct individually tailored client programs. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication. However, individuals must receive formal clearance to work with adolescents through completion of a working with children check required in the relevant State or Territory.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Screen and assess adolescent clients.

- 1.1. Consult with clients and parents or guardians to identify reasons for exercise program, current physical activity and specific goals.
- 1.2. Build client trust and rapport using client-centred and age-appropriate communication, and showing sensitivity and empathy during interactions.
- 1.3. Select and use pre-exercise screening questionnaire and fitness assessment activities and equipment based on client age and stage of development.
- 1.4. Accurately record and evaluate client data to determine current fitness capabilities and explain program implications to clients and parents or guardians.
- 1.5. Identify need for medical guidance prior to participation in exercise programs and communicate to client and parent or guardian.
- 1.6. Develop and document client profile to assist with programming and ongoing evaluation.

2. Develop personalised exercise programs for adolescent clients.

- 2.1. Review client goals, stage of development, current fitness capabilities, and medical and physical activity-specific advice in program design.
- 2.2. Determine types of exercises and equipment that are suited to client stage of growth and development.
- 2.3. Determine appropriate training volume and frequency of sessions required to achieve client goals.
- 2.4. Design a systematically structured program that incorporates the effective use of exercise science principles.
- 2.5. Design overall program consistent with client's stage of development and goals and gain parent or guardian informed consent according to procedures.
- 2.6. Document exercise program according to organisational format.

3. Plan individual sessions.
 - 3.1. Determine objectives of individual sessions within overall exercise program.
 - 3.2. Select exercises and equipment suitable for adolescent clients that target client's goals.
 - 3.3. Plan sessions that incorporate volume and intensity and load of exercises appropriate to client's age and existing fitness capabilities.
 - 3.4. Plan for exercise phases and volume within client's preferred session duration.
 - 3.5. Develop sequenced and varied sessions to enhance client motivation and program adherence.
 - 3.6. Incorporate injury prevention strategies that respond to exercise risks and duty of care for adolescent clients.
 - 3.7. Document session plans in according to organisational format.
4. Instruct exercise sessions for adolescent clients.
 - 4.1. Use and combine verbal, visual and tactile instructional methods according to nature of information, client age and needs.
 - 4.2. Observe client technique for safety and effectiveness and provide corrective instruction based on observations.
 - 4.3. Monitor client performance against objectives using measures suited to the type of exercise.
 - 4.4. Provide succinct explanations about relationship between exercises and client goals.
 - 4.5. Identify signs of fatigue and exercise intolerance and make required session modifications.
5. Encourage and support clients during sessions.
 - 5.1. Encourage and respond to client questions about individual exercises and overall program.
 - 5.2. Use age-appropriate communication techniques that provide positive reinforcement and motivation to client.
 - 5.3. Highlight client's key strengths during instruction and provide information about progression of fitness capabilities.

6. Evaluate program effectiveness.
- 6.1. Monitor client progression towards goals through ongoing observation and measurements and compare with expectations in program plan.
 - 6.2. Request ongoing feedback from client and parent or guardian to identify program likes and dislikes and their views on goal achievement.
 - 6.3. Modify and update program and future sessions according to feedback and evaluation.
 - 6.4. Update client records with details of evaluation and modifications.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|--------------------------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> interpret information of varying complexity about exercise options for adolescents, including fitness and health terminology. |
| Writing skills to: | <ul style="list-style-type: none"> produce detailed program and session plans that use fitness terminology and abbreviations for instructional use use fundamental sentence structure to complete forms, basic evaluation records and client records that require factual and subjective information. |
| Oral communication skills to: | <ul style="list-style-type: none"> ask open and closed probe questions and actively listen to elicit information from adolescents and adults and to determine understanding of information provided modify and use language according to client age and stage of development. |
| Numeracy skills to: | <ul style="list-style-type: none"> complete calculations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads. |
| Problem-solving skills to: | <ul style="list-style-type: none"> critically analyse client health information to determine significance of risk factors and referral needs. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> critically evaluate: <ul style="list-style-type: none"> all client requirements for appropriate program design successes and failures of program to initiate improvements. |

Unit Mapping Information

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

Links

Companion Volume implementation guides are found in VETNet -

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