



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

Elements describe the essential outcomes

1. Screen and assess adolescent clients.

2. Develop personalised exercise programs for adolescent clients.

PERFORMANCE CRITERIA

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

- 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.
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- 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:	interpret information of varying complexity about exercise options for adolescents, including fitness and health terminology.
Writing skills to:	- 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:	- 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:	complete calculations of varying complexity for program and session plans involving times, frequency, intervals, volume, speeds and loads.
Problem-solving skills to:	critically analyse client health information to determine significance of risk factors and referral needs.
Initiative and enterprise skills to:	- critically evaluate: - 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>

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

Modification History

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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.

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