



vict

Instructing exercise with referred clients

LO: Instructing exercise with referred clients

Assessment criteria

1. Explain the importance of verbal and non-verbal communication when instructing clients
2. Describe how to adapt communication to meet clients' needs
3. Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult
4. Explain the importance of correcting patient technique

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Activity

How can verbal and non-verbal communication skills be used when instructing clients?

Why are they important?



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Verbal communication

- Language
- Terminology
- Words
- Voice tone
- Voice volume
- Accent

What we hear.

There can sometimes be a mismatch between verbal and non-verbal communication

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Non-verbal communication

- Spatial positioning and proximity
- Body language
- Clothing and appearance
- Facial expressions
- Eye contact
- Gestures
- Posture
- Eye movements
- Gestures

Visual and observed.

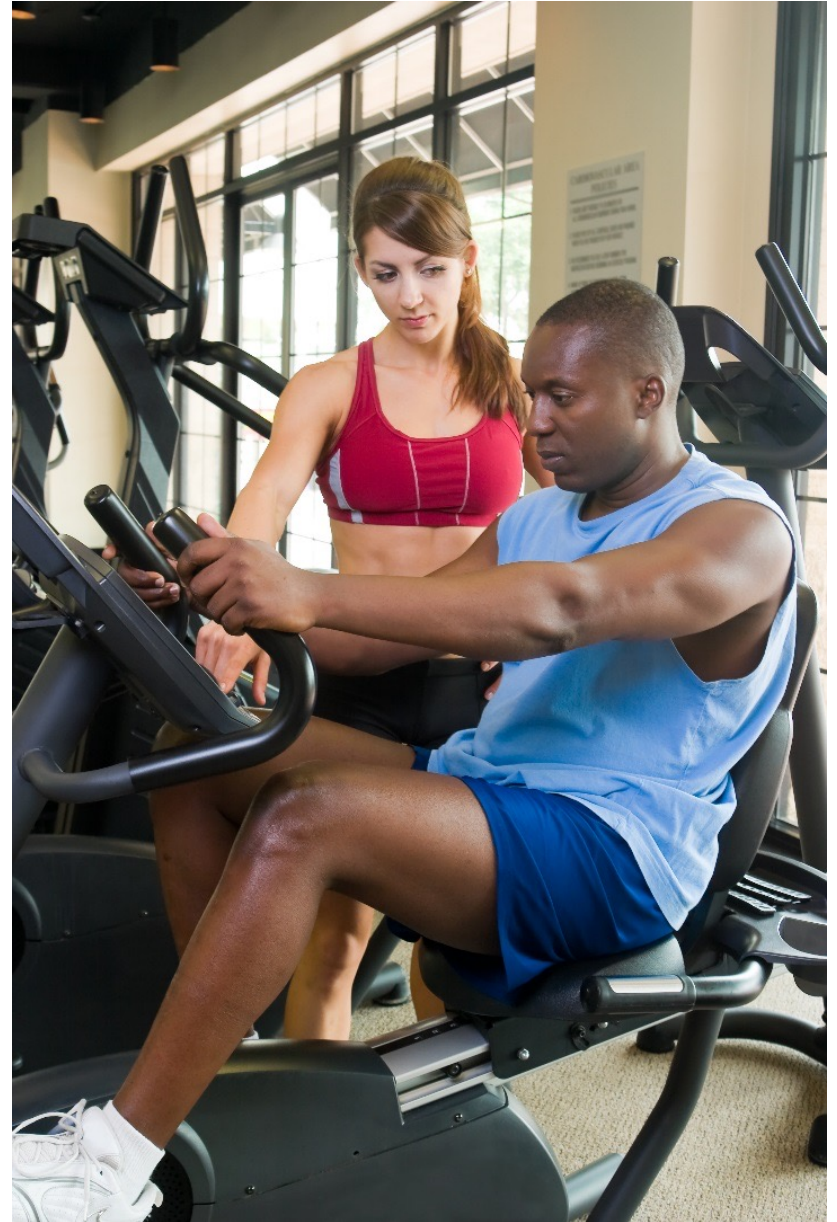
Often portrays the underlying message being communicated.

Can be unconscious.

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How are these instructors using non-verbal communication?



What may these instructors be saying verbally?

Other communication methods

- Telephone
- Letter
- Text
- Email
- Posters
- Handouts
- Leaflets



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Reasons for communication

- Transfer of information
- Book appointments
- Initial consultation and assessment
- Provide information on service
- Equipment inductions
- Delivering sessions
- Instructing clients
- Motivation and correction
- Reviewing progress
- Discuss exit routes
- Post-scheme follow up communication



Importance of communication

- Client engagement
- Motivation and adherence
- Rapport
- Professional working alliance/relationship
- Develop client understanding
- Client confidence in the exercise environment
- Mutual respect
- Goal setting and reviews
- Programme planning and adaptation
- Client success
- Long term change

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Activity

How can communication be adapted to meet clients' needs?

Client needs may include:

- New to exercise
- Low confidence
- Speakers of other languages
 - Deaf or partially hearing
 - Visually impaired or blind
 - Low motivation

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Adapting communication

- Language – simple, concise, accessible, positive, affirming, jargon-free
- Voice tone – interested, motivating and expressive
- Open and positive body language and posture
- Maintain eye contact
- Positive and genuine facial expressions – smile or show empathy
- To assist lip reading - face the person when speaking
- If working with visually impaired or blind, instructions must be concise and clear
- Low confidence/motivation clients – reassure, be positive, affirm and praise
- New to exercise – affirm their intention, encourage them to engage and ask questions, respond to questions positively



Activity

Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult



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Motivational methods

- Active listening to the client
- Responding with acceptance and without judgement
- Use affirming statements and praise
- Encouragement
- Reflecting empathy
- Use of questioning to check well-being

Consider:

- What may be the advantages and disadvantages of these approaches?
- When may you use these approaches?



Approaches to avoid

- Not listening
- Dismissing client feedback or concerns
- Making judgements
- Dictating and telling them what they should do
- Push them to work harder or keep going
- Being aggressive or passive aggressive
- Sergeant major

Consider:

- What may be the disadvantages of these approaches?
- How may these impact client motivation?

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Activity

Explain the importance of correcting client technique



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Correcting technique

Correction is one way of providing attention to client – ensure it is positive!

Correction will:

- Promote safe exercise technique and alignment
- Offer encouragement and motivation
- Help to educate the client
- Promote safe posture
- Promote effective exercise
- Reduce the risk of injury
- Help clients to work independently – build independence
- Improve exercise outcomes and results

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Learning check

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Instructing exercise with referred clients

LO: Adapting exercise to meet client needs

Assessment criteria

- Explain why it is important to monitor individual progress if more than one client is involved in the session
- Describe different methods of monitoring clients' progress during exercise, including groups of clients
- Explain when it may be necessary to adapt planned exercises to meet client needs
- Explain how to adapt exercise/exercise positions as appropriate to individual clients and the environment
- Explain how to modify the intensity of exercise according to the needs and responses of the client

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Activity

What skills and qualities would an instructor need to instruct and supervise exercise referral sessions?



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Skills and qualities

- Subject knowledge
- Communication skills
- Ability to motivate
- Professional
- Approachable
- Empathy
- Positive attitude



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Instruction skills

- Accurate demonstration
- Effective explanation – clear, concise and simple
- Use of teaching sequences, IDEA and NAMSET
- Observation skills
- Ability to motivate
- Use of voice – tone, volume, projection
- Give teaching points – immediate and timely
- Accessible language
- Motivational and positive feedback
- Modifications for all exercises
- Use of body language, e.g. visual cues and expressions

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Activity

Explain why it is important to monitor individual progress if more than one client is involved in the session



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Monitoring progress

To ensure all clients:

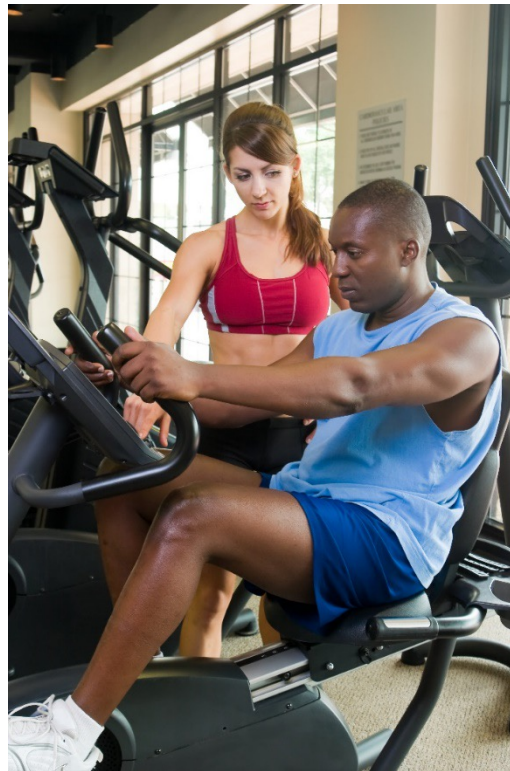
- exercise safely
- exercise effectively
- receive equal attention and guidance
- are treated fairly
- are supported and encouraged

Monitor client response to exercise

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Activity

Describe different methods of monitoring clients' progress during exercise, including groups of clients



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Methods of monitoring during exercise

- Observation
- Change of teaching position
- Question and answer
- Talk test
- Rating of perceived exertion
- Heart rate monitoring

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Monitoring exercise safety

- Observation
- Change teaching position
- Use of teaching points:
 - Exercise specific
 - Joint alignment, movement speed and posture
 - Client performance and alignment
- Frame feedback positively
- Reinforce feedback regularly
- Praise effective performance
- Offer adaptations, e.g. range of motion, resistance, repetitions

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Monitoring intensity

Observation:

Look for changes to:

- Posture, alignment, exercise technique
- Coordination
- Facial expressions (discomfort, pain)
- Skin colour (pallor around the lips)
- Sweating

Limitations:

- Subjective
- Need observation skills
- General gauge of fatigue

Quick and
easy to
use.

Immediate

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The talk test

- **Light** - able to speak easily and light breathing, increased heart rate.
- **Moderate** –speaking comfortably, deeper and quicker breathing.
- **Vigorous** – speaking with more difficulty; breathing much deeper and heavier; at high levels of intensity - shortness of breath; an inability to carry on a conversation.

Easy to use.

No
equipment
needed



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Rating of perceived exertion

Two scales:

- **Original scale** - 6 to 20
 - Corresponds to heart rates ranging from 60-200 bpm.
 - Aerobic work between 12 and 13
- **Modified CR10 scale** - 0 to 10
 - More user-friendly approach
 - Aerobic work between 4 and 7

Client will need to be taught how to use scales.

0-10 is more user friendly

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RPE 6-20 scale

Heart rate	RPE	Classification
60-80 bpm	6-8	Nothing
<90 bpm	<9	Very light
~ 100 – 110 bpm	10 - 11	Light
~ 120 – 130 bpm	12 - 13	Moderate
~ 140 – 160 bpm	14 - 16	Heavy
>160 bpm	>16	Very heavy

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RPE 0-10 scale

Nothing	0	Warm-up / cool-down
Very, very weak	0.5	
Very weak	1	
Weak	2	
Moderate	3	
Somewhat hard	4	Aerobic zone
	5	
Strong	6	
Very hard	7	
	8	
Very, very hard	9	High-intensity intervals – anaerobic zone

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Heart rate monitoring

- Manual pulse monitoring - wrist or neck
- Heart rate monitor

Maximal heart rate (MHR or HR max) equation:

- **220 beats per minute (bpm) minus age (220 – age)**

Target heart rate (THR) around 50-90% of MHR depending on fitness



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Not appropriate for clients using some medication.

Need skill to become proficient at manual monitoring.

Target heart rate (THR)

50-90% of MHR

Calculated by multiplying the MHR by percentage:

- x 0.5 (50% THR) – lower THR zone
- X 0.6 (60% THR)
- X 0.7 (70% THR)
- X 0.8 (80% THR)
- X 0.9 (90% THR) - upper THR zone

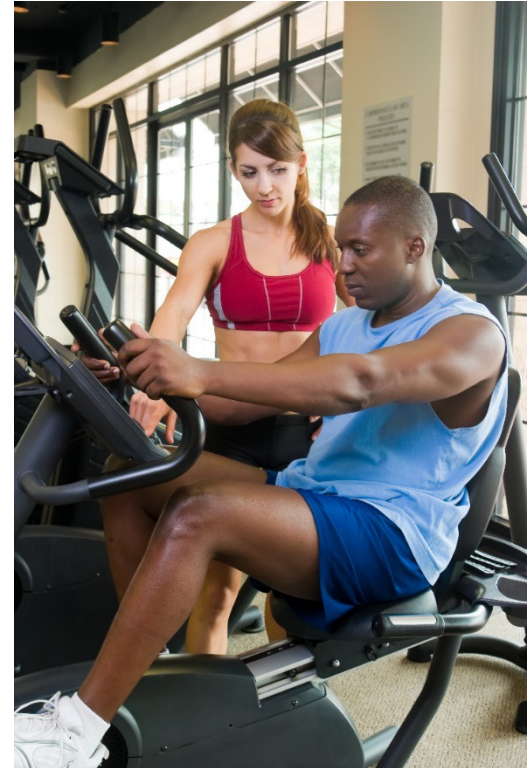
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ACSM intensity levels

Heart rate zones

- **Moderate intensity:** 50-65% of MHR.
- **Vigorous intensity:** 65-90% of MHR.

ACSM (2014).



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Heart rate zones

MHR	Maximal intensity	Anaerobic
90%	Vigorous intensity	Anaerobic threshold Lactate accumulation in the blood increases
80%	Vigorous intensity	
70%	Vigorous intensity	
60%	Moderate intensity	Aerobic

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Progress markers

- Exercise technique
- Exercise start positions, e.g. level of support or balance
- Equipment used and skill required
- Intensity - repetitions, resistance, sets, rests, range of motion
- Work and rest ratios for cardiovascular training
- Heart rate - % of THR
- Walking or cycling pace and level of resistance (for CV machines) Level or incline (CV machines)
- Total workout time

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Activity

Explain when it may be necessary to adapt planned exercises to meet client needs



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When to adapt

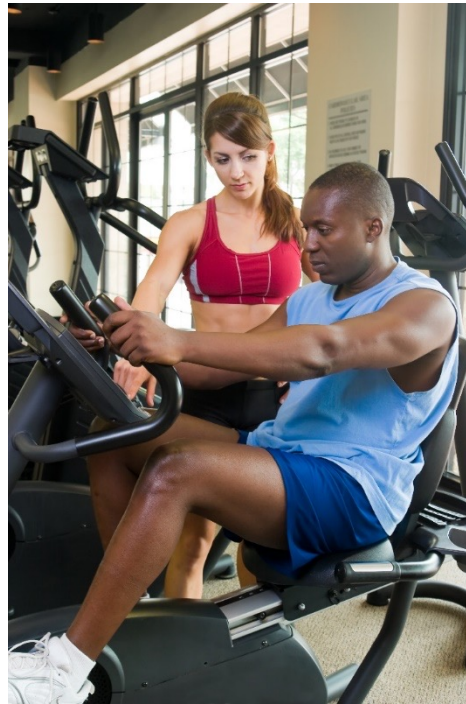
- Change in client symptoms or condition
- Client returning after a break from exercise, e.g. holiday, hospital or symptoms flare-up
- Client finding exercise difficult or easy
- Client is unable to maintain correct technique
- To improve client enjoyment
- Client requests different exercise
- To assist balance
- To assist range of motion
- Equipment in use
- Lack of space in environment
- Temperature in environment



Activity

Explain how to adapt exercise/exercise positions as appropriate to individual clients and the environment

Explain how to modify the intensity of exercise according to the needs and responses of the client



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How to adapt

- Training principles and variables - Frequency, intensity, time, type
- Equipment used (if any)
- Exercise positions
- Component of fitness trained
- Level of weight-bearing
- Stability and balance of exercise start positions
- Level of impact – low impact
- % of target heart rate
- Positions - stability - balance
- Level of coordination and complexity

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How to adapt

Intensity

- Resistance – lower
- Repetitions and sets – reduce
- Rate/speed – slower
- Range of motion – smaller or supported
- Training approach – simple sets or circuit
- % of target heart rate – low to moderate

Time

- Total workout time
- Duration of components
- Duration of work and rest intervals

Type

- Equipment used
- Component of fitness trained
- Specific activity/training mode

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Learning check

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Instructing exercise with referred clients

LO: Reviewing exercise referral with clients

Assessment criteria

- Explain why exercise referral instructors should give clients feedback on their performance during a session
- Explain why clients should be given the opportunity to ask questions and discuss their performance
- Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation/commitment
- Explain why clients need to see their progress against goals
- Explain why clients need information about future exercise and physical activity, both supervised and unsupervised



Activity

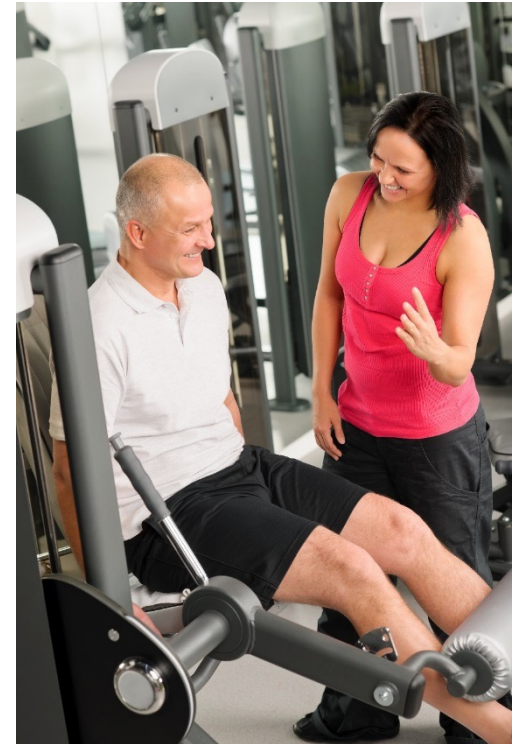
Explain why exercise referral instructors should give clients feedback on their performance during a session



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Purpose of feedback

- To review progress
- To correct alignment and posture
- To correct exercise technique
- To improve performance
- To build motivation
- To develop understanding
- To promote adherence
- To offer encouragement



Vtct

Activity

Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation/commitment



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How to give feedback

- Accentuate the positive
- Be specific
- Be constructive – tell them how to improve
- Used descriptive language
- Immediate and private
- Respect client feelings
- Set targets – missions



Vtct

How helpful is this feedback?

*Lovely upright posture and controlled movement speed.
How about working towards using a slightly heavier
resistance next time to add a little challenge?*

Positive?

Specific?

Constructive?

Descriptive?

Great control. One more repetition.

You're not listening

Great work!

*Never mind, you
can do better next
time*

*Don't lock you
elbows*

Vtct

Activity

Explain why clients should be given the opportunity to ask questions and discuss their performance



Vtct

Client questions and discussing performance

Clients should be given the opportunity to ask questions and discuss progress, to:

- Maintain client engagement and involvement
- Ensure two-way communication
- Promote client autonomy and responsibility
- Improve client knowledge
- Assist longer adherence

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Activity

Explain why clients need to see their progress against goals



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Why clients need to see progress?

- Maintain motivation
- Promote adherence
- Assist long term change
- Identify support needed
- Maintain engagement, interest and involvement
- Promote autonomy and responsibility

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Activity

Explain why clients need information about future exercise and physical activity, both supervised and unsupervised



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Information on future sessions

- Help them to plan regular activity
- Identify other types of exercise available
- To promote exercise and activity frequency
- To develop positive habits
- To increase effectiveness of exercise referral intervention



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Learning check

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- Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation/commitment
- Explain why clients need to see their progress against goals
- Explain why clients need information about future exercise and physical activity, both supervised and unsupervised





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Instructing exercise with referred clients

LO: Instructing exercise with referred clients –
warm up and cooldown

Assessment criteria

- Explain the purpose and value of a warm-up
- Provide warm-ups appropriate to the clients, planned exercise and the environment
- Explain the purpose and value of cool-down activities to patients
- Select cool-down activities according to the type and intensity of physical exercise, patient needs and environment

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Activity

Explain the purpose and value of a warm-up

Explain how to provide warm-ups appropriate to the clients, planned exercise and the environment



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Warm ups for referred clients

Preparation of the body and mind for activity to follow

Should include:

- Mobilisation of joints
- Pulse raising and warming activities
- Muscle stretching and lengthening
- Rehearsal of skills and movement patterns

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Warm ups for referred clients

Referred clients generally need:

- Lower intensity
- More gradual increase of intensity
- Longer duration
- Simpler movements
- Slower movement speed
- Low impact
- More mobility exercises, some may need a focus on additional joints (e.g. joint related conditions)
- Some may need more supported positions and non-weight bearing, e.g. recumbent cycle if gym-based or water-based

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Warm ups for referred clients

Obesity

- Low weight-bearing and non-impact
- Less repetitive movements

Muscular skeletal conditions, e.g. Osteoarthritis and low back pain

- More mobility exercises
- Supported and comfortable range of motion
- Low weight-bearing and non-impact
- Less repetitive movements

Cardiorespiratory conditions, e.g. Hypertension or COPD

- Longer duration
- Gradual increase of intensity
- Use RPE or breathlessness scale
- Low weight bearing and non-impact

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Activity

Explain the purpose and value of cool-down activities to patients

Explain appropriate cool-down activities according to the type and intensity of physical exercise, client needs and environment



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Cool down and closing

To return the body and mind to non-exercising state

Should include:

- Pulse lowering to lower heart rate after cardio exercises
- Stretching for the muscles – maintenance and developmental
- Relaxation
- Mobility

Other closing activities

- Provide feedback to client
- Receive feedback from client
- Reflect on session
- Clear environment

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Cool downs for referred clients

Referred clients generally need:

- Lower intensity
- More gradual decrease of intensity
- Longer duration
- Slower movement speed
- Some may need more supported positions and non weight-bearing, e.g. recumbent cycle if gym-based or water-based
- Supported stretch positions
- Mobility exercises
- Relaxation and breathing work, e.g. respiratory conditions or anxiety

Exercises selected should reflect the demands of the exercise session and the type of exercise session

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Learning check

- Explain the purpose and value of a warm-up
- Provide warm-ups appropriate to the clients, planned exercise and the environment
- Allow sufficient time for the closing phase of the session
- Explain the purpose and value of cool-down activities to patients
- Select cool-down activities according to the type and intensity of physical exercise, patient needs and environment

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Instructing exercise with referred clients

LO: Reflective practice

Assessment criteria

1. Review the outcomes of working with clients and client feedback.
2. Identify:
 - how well the exercises met client needs/goals
 - how effective and motivational the relationship with the clients was
 - how well the instructing style matched client needs
3. Identify how to improve personal practice.
4. Explain the value of reflective practice.



Activity

What is the value of reflective practice?



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Value of reflective practice

- Improve practice
- Learning
- Develop skills and knowledge
- Career development
- Create action plan
- Continuing professional development
- Meet client needs
- Enhance reputation as exercise referral instructor
- Enhance reputation of sector

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Activity

How can sessions be reviewed?

How can practice be improved?



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To review sessions

Reflect on the sessions delivered to identify what is effective and what isn't effective, with the aim of improving practice.

Consider:

- how well the exercises met client needs
 - condition, age, preferences
 - specific goals
 - how effective and motivational the relationship with the clients was
 - how well the instructing style matched client needs
-
- List strengths and skills
 - List areas to develop
 - Create an action plan to improve your practice

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Methods to improve practice

Continuing professional development (CPD)

- Workshops to develop skills for working specific client needs
- Peer support and mentoring
- Reading books and journals about a specific medical condition
- Research – internet, e.g. behaviour change and lifestyle support
- Further training
- Additional qualifications – different modes of exercise, e.g. yoga
- Networking – to share ideas and experience

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 - how well the exercises met client needs/goals
 - how effective and motivational the relationship with the clients was
 - how well the instructing style matched client needs
3. Identify how to improve personal practice
4. Explain the value of reflective practice

