

Sfrito Assessment Guideline

Unit 7042

Level 3: Credit 5: Version 2

Fitness Industry Education

**Advise individual clients on health, fitness,
exercise and lifestyle**

Activity Instructions:

Candidates can be assessed in three ways.

1. Oral assessment
2. Practical demonstration

Note:

- a. Assessor will need to be familiar with FNZ Code of Ethics and Privacy Act first, in order to assess this unit.

Assessor is advised to research the venues' facility procedures/ standards.

Purpose statement:

People credited with this unit standard are able to: apply counselling and motivational principles to advising individual clients on health, fitness, exercise, and lifestyle balance; deal with common objections and barriers to exercise adherence; maintain a professional relationship with fitness clients; and recognise the limitations of the fitness instructor's role and refer to other health and/or fitness professionals. This unit standard is designed for fitness instructors and personal trainers who will, with little supervision, work primarily with individual clients.

Special Notes:

1. Industry identified minimum instructor competencies apply to this unit standard. Contact the Sport, Fitness and Recreation Industry Training Organisation (SFRITO), PO Box 2183, Wellington for details.
2. An outdoor activity refers to all activities in Outdoor Recreation domain.
3. The outdoor activity plan used in this unit does not have to be the one developed by the learner in Unit 5488, Develop an outdoor activity plan.
4. All activities must comply with accepted professional codes of practice and legislation guidelines.
5. Workplace practices must meet the guidelines and regulations in the Health and Safety in Employment Act 1992 (HSE) and the Accident Rehabilitation and Compensation Insurance Act 1992 (ACRI).
6. There are minimum instructor qualification and experience requirements for this unit.

Element 1: Apply counselling and motivational principles to advising individual clients on health, fitness, exercise, and lifestyle balance.

Task: Observation in practical situation.

Performance Criteria		Evidence
1.1	Establishment of co-operative relationships with clients is managed through agreement as to purpose and goal.	<ul style="list-style-type: none"> • Candidate identifies clients purpose and goals and verifies with client.
1.2	Active and reflective listening is used to enable client to communicate relevant information.	<ul style="list-style-type: none"> • Candidate demonstrates effective listening skills (verbal and non-verbal). For example: <ul style="list-style-type: none"> - Paraphrasing, open body language, nods, facial expression, eye contact, open questions.
1.3	Emphasis on ability to engage in positive action on health, fitness, and lifestyle educates clients to manage behaviour.	<ul style="list-style-type: none"> • Candidate educates clients on how to take positive action with regards to health, fitness, exercise and lifestyle. For example: <ul style="list-style-type: none"> - Identifies where client is at and provides information for making changes.

Element 2: Deal with common objections and barriers to exercise adherence.

Task: Observation/ Oral Discussion

Performance Criteria		Evidence
2.1	<p>Time management concepts are presented to clients encouraging them to reassess exercise programme time allocation.</p> <p>Range: time management as priority setting, reassessment of priorities, health as a priority in time allocation, health and productivity interrelationships, time requirements for exercise programmes, time penalties of inactivity and ill health.</p>	<ul style="list-style-type: none"> • Candidate presents time management concepts to client to enable them to reassess exercise time allocation. For example: <ul style="list-style-type: none"> - Discuss amount of time required for exercise. - Explain that time is about prioritising and explain in terms of benefits to health, productivity and lifestyle. - Explain people have ability to reassess priorities.
2.2	<p>Costs and benefits of health and fitness are in terms of relative costs of engaging or not engaging in a healthy level of physical activity.</p> <p>Range: costs of physical activity, risk/activity level relationships, fitness as health insurance.</p>	<p>Candidate discusses cost and benefits of involvement in physical activity (3 examples). For example:</p> <ul style="list-style-type: none"> • Costs – monetary, injury, perceived time for other activities. • Benefits – more productive, general wellbeing, positive attitude, stress relief, weight management, less health risks.

2.3	<p>Expression of non-judgemental attitudes and use of positive feedback enables clients to express and deal with personal feelings of inadequacy related to physical activity.</p> <p>Range: client's personal feelings relating to their own physical appearance (size, disability), age, gender, level of fitness, level of skill.</p>	<ul style="list-style-type: none"> • Candidate demonstrates non-judgemental attitudes and provides positive feedback to enable client to express personal feelings of inadequacy. <p>For example: Client may express feelings of inadequacy about their;</p> <ul style="list-style-type: none"> - Age – “I feel uncomfortable about being the oldest person”. Candidate could respond with “Well, on our database it shows that there are actually a large number of people your age in that class”. - Level of fitness – “I’m not fit enough”. - Level of skill – “I don’t feel good enough”. - Physical appearance.
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Element 3: Maintain a professional relationship with fitness clients.

Task: Oral Discussion/ Interview

Performance Criteria		Evidence
3.1	<p>Limits of professional relationship are identified in terms of levels of personal involvement with clients.</p> <p>Range: emotional involvement, physical involvement, and confidentiality.</p>	<ul style="list-style-type: none"> • Candidate lists limits of professional relationship in terms of involvement. <p>For example:</p> <ul style="list-style-type: none"> - Emotional involvement - Physical involvement - Confidentiality
3.2	<p>Observance of physical proximity and touching meets client's needs for instruction and requirements of code of ethical practice and facility procedures.</p> <p>Range: FNZ Codes, physical support, spotting, guided movement.</p>	<ul style="list-style-type: none"> • Candidate meets facility procedures, code of ethics and clients needs for physical proximity and touching for all items in range statement. <p>For example:</p> <ul style="list-style-type: none"> - Spotting –demonstrate spotting technique or guided movement per facility standards. - Guided movement – show appropriate guided movement when client doesn’t want to be touched. - Female trainer/ instructor provided for client who is more comfortable learning from a woman.
3.3	<p>Extent of information requested and recorded matches client's needs for physical health and fitness counselling.</p>	<ul style="list-style-type: none"> • Candidate has appropriate information on clients’ record, and • Gives relevant information according to clients’ needs.

3.4	<p>Handling of client information meets client's confidentiality needs and conforms to requirements of the Privacy Act and facility procedures.</p> <p>Range: Privacy Act, records storage, communication with other staff, communication with other health professionals, casual conversation.</p>	<ul style="list-style-type: none"> • Candidate establishes client confidentiality needs and appropriate storage of information. <p>For example:</p> <ul style="list-style-type: none"> - Candidate identifies requirements of Privacy Act. - Identifies facility procedures for confidentiality – storage, discussion, communication with other health professionals. - Sign a confidentiality clause - Do not repeat what client tells them or talk about them. - Ask permission if need to speak to an outsider. <p>Note: See attached outline of the Privacy Act.</p>
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Element 4: Recognise the limitations of the fitness instructor's role and refer to and consult with other health and/or fitness professionals.

Task: Oral/ Interview

Performance Criteria		Evidence
4.1	<p>Definition of the boundaries of fitness advisor's role in relation to clients is defined in terms of training received for that role.</p>	<ul style="list-style-type: none"> • Candidate defines boundaries of his/ her role in terms of training required for that role. <p>For example:</p> <ul style="list-style-type: none"> - Unless qualified in nutrition, need to refer to a nutritionist. - Injury diagnosis is a Doctors role.
4.2	<p>Roles of other health professionals and organisations involved with clients is described in terms of the extent of professional training.</p> <p>Range: roles may include - doctor (GP, specialist), physiotherapist, massage practitioner (Shiites, sports massage, therapeutic massage), dietician, sports nutritionist, psychologist (sports, clinical), counsellor, occupational therapist, podiatrist, sports coach (various levels), physical educator, health educator, cultural health practitioner, chiropractor, osteopath, naturopath, teacher of movement re-education (Yoga, Alexander Technique, Feldenkrais Technique).</p>	<ul style="list-style-type: none"> • Candidate identifies 6 appropriate examples where necessary to refer to another health professional. <p>For example:</p> <ul style="list-style-type: none"> - Need to refer to a doctor in cases of high blood pressure - For a bad back, candidate can refer to a chiropractor, physiotherapist, osteopath.
4.3	<p>Communication with local health professionals establishes basis of consultative and referral process to meet needs of facility client base.</p>	<ul style="list-style-type: none"> • Candidate can list the facility's local health professionals, and the consultation and referral procedure.

Unit 7042 Checklist

Advise individual clients on health, fitness, exercise and lifestyle

Assessors name: _____

Organisation name: _____

Element 1: Apply counselling and motivational principles to advising individual clients on health, fitness, exercise, and lifestyle balance.

1.1	Establishment of co-operative relationships with clients is managed through agreement as to purpose and goal.	
1.2	Active and reflective listening is used to enable client to communicate relevant information.	
1.3	Emphasis on ability to engage in positive action on health, fitness, and lifestyle educates clients to manage behaviour.	

Element 2: Deal with common objections and barriers to exercise adherence.

2.1	Time management concepts are presented to clients encouraging them to reassess exercise programme time allocation. Range:	
	time management as priority setting	
	reassessment of priorities	
	health as a priority in time allocation	
	interrelationships	
	time requirements for exercise programmes time penalties of inactivity and ill health	
2.2	Costs and benefits of health and fitness are in terms of relative costs of engaging or not engaging in a healthy level of physical activity. Range:	
	costs of physical activity	
	risk/activity level relationships	
	fitness as health insurance	
2.3	Expression of non-judgemental attitudes and use of positive feedback enables clients to express and deal with personal feelings of inadequacy related to physical activity. Range: client's personal feelings relating to their own physical appearance (size, disability), age, gender, level of fitness, level of skill.	

Element 3: Maintain a professional relationship with fitness clients.

3.1	Limits of professional relationship are identified in terms of levels of personal involvement with clients. Range:	
	emotional involvement	
	physical involvement	
	and confidentiality	
3.2	Observance of physical proximity and touching meets client's needs for instruction and requirements of code of ethical practice and facility procedures. Range:	
	FNZ Codes	
	physical support, spotting, guided movement.	
3.3	Extent of information requested and recorded matches client's needs for physical health and fitness counselling.	

3.4	Handling of client information meets client's confidentiality needs and conforms to requirements of the PA and facility procedures. Range: PA records storage communication with other staff communication with other health professionals casual conversation		
Element 4: Recognise the limitations of the fitness instructor's role and refer to and consult with other health and/or fitness professionals.			
4.1	Definition of the boundaries of fitness advisor's role in relation to clients is defined in terms of training received for that role.		
4.2	Roles of other health professionals and organisations involved with clients is described in terms of the extent of professional training. Range: roles may include - doctor (GP, specialist), physiotherapist, massage practitioner (Shiites, sports massage, therapeutic massage), dietician, sports nutritionist, psychologist (sports, clinical), counsellor, occupational therapist, podiatrist, sports coach (various levels), physical educator, health educator, cultural health practitioner, chiropractor, osteopath, naturopath, teacher of movement re-education (Yoga, Alexander Technique, Feldenkrais Technique).		
4.3	Communication with local health professionals establishes basis of consultative and referral process to meet needs of facility client base.		
DATE	CANDIDATES SIGNATURE	ASSESSORS SIGNATURE	C/NYC
Comments:			

Note: the assessor needs to ensure **sufficiency** of performance and knowledge. Therefore the assessor needs to know that the Candidate has performed the tasks competently many times before and will be competent in the future. Ticking/ dating the boxes more than once, having 2 checklists for different assessment occasions or observing workplace performance over a period of time can show this.

Privacy Act 1993
Commencement Date: 1 Jul 1993
Section 6. Information privacy principles

PART II

INFORMATION PRIVACY PRINCIPLES

Principle 1: Purpose Of Collection Of Personal Information

Principle 2: Source Of Personal Information

Principle 3: Collection Of Information From Subject

Principle 4: Manner Of Collection Of Personal Information

Principle 5: Storage And Security Of Personal Information

Principle 6: Access To Personal Information

Principle 7: Correction Of Personal Information

Principle 8: Accuracy, Etc., Of Personal Information To Be Checked Before Use

Principle 9: Agency Not To Keep Personal Information For Longer Than Necessary

Principle 10: Limits On Use Of Personal Information

Principle 11: Limits On Disclosure Of Personal Information

Principle 12: Unique Identifiers

The complete Privacy Act can be accessed on the internet for details of the act.