

# iUSP172 – Know how to support clients who take part in exercise and physical activity

URN – F/617/5670

**Guided Learning Hours: 13**

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to form effective working relationships with clients	1.1. Explain why it's important to form effective working relationships with clients	<ul style="list-style-type: none"> <li>• Importance of maintaining and developing an effective working relationship</li> <li>• A rapport with clients</li> <li>• Adapting to meet the changing needs of clients</li> <li>• Working within parameters and professional boundaries</li> <li>• Not making false claims regarding exercise</li> <li>• Understanding when to refer clients to other therapists e.g. sports physiotherapists, sports masseurs etc.</li> </ul>
	1.2. Explain why it's important to present oneself and the organisation positively to clients	<ul style="list-style-type: none"> <li>• Presenting a positive image of yourself and your organisation</li> <li>• Wearing appropriate attire – professional sports wear e.g. a polo shirt and clean tidy tracksuit bottoms or shorts, trainers with socks</li> <li>• No jewellery except a wedding band and stud earrings</li> <li>• No body odour</li> <li>• No bad breath</li> <li>• No perfume</li> <li>• No chewing of gum or sucking of sweets</li> <li>• Hair neat, clean and tied back</li> <li>• Professionalism</li> <li>• Punctuality</li> <li>• Clean, hygienic working surroundings and equipment</li> <li>• Sufficient equipment to perform the task</li> </ul>
	1.3. Describe how different communication skills can be used to assist clients with motivation	<ul style="list-style-type: none"> <li>• Communication               <ul style="list-style-type: none"> <li>- Clear communication</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Using instructing styles that match clients' needs <ul style="list-style-type: none"> <li>▪ Individual</li> <li>▪ Groups</li> <li>▪ Clients with specific fitness needs</li> <li>▪ Clients with general health needs</li> </ul> </li> <li>• Rapport <ul style="list-style-type: none"> <li>- Interpersonal communication skills <ul style="list-style-type: none"> <li>▪ Empathy</li> <li>▪ Listening</li> <li>▪ Attending</li> <li>▪ Verbal and non-verbal responses</li> </ul> </li> <li>- Promote the positive rewards, decrease negative rewards</li> <li>- Provide regular feedback</li> <li>- Train client(s) in self-management strategies</li> <li>- Utilise as many types of social support as possible</li> <li>- Empower client(s) to take ownership of their goals and programme</li> <li>- Map the road to long-term goals by providing check points</li> <li>- Adapting to the client(s) needs</li> </ul> </li> </ul>
	1.4. Explain the importance of valuing equality and diversity when working with clients	<ul style="list-style-type: none"> <li>• Relationship with clients follows good practice and ethical requirements</li> <li>• Diversity and equal opportunities for all clients</li> <li>• Maintaining confidentiality requirements</li> </ul>
LO2 Understand how to address barriers to exercise/physical activity that clients experience	2.1. Identify the typical barriers to exercise/physical activity that clients experience	<ul style="list-style-type: none"> <li>• Intrinsic factors <ul style="list-style-type: none"> <li>- Failure</li> <li>- Embarrassment</li> <li>- Feelings of dissatisfaction</li> <li>- Peer pressure</li> <li>- Conscious about body shape and size</li> </ul> </li> <li>• Extrinsic factors <ul style="list-style-type: none"> <li>- Poor facilities</li> <li>- Unpleasant surroundings</li> <li>- Lack of organisation</li> <li>- Poor health and safety</li> <li>- Showing lack of interest</li> </ul> </li> </ul>

	2.2. Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence	<ul style="list-style-type: none"> <li>• Increased enthusiasm</li> <li>• Identify short term benefits</li> <li>• Promote the positive rewards, decrease negative rewards</li> <li>• Structure realistic expectations</li> <li>• Clients' preferences, needs, habits and history</li> <li>• Provide a programme to suit the clients' particular objectives</li> <li>• Set appropriate goals</li> <li>• Principles of adherence to include: <ul style="list-style-type: none"> <li>- Personal factors (time, finance, self-motivation/determination etc.)</li> <li>- Programme factors (suitability, variability, updating goals etc.)</li> <li>- Environmental factors (locality, weather, social etc.)</li> <li>- Monitoring the clients' adherence to exercise and physical activity</li> <li>- Working with clients to adapt and refine their adherence strategy</li> </ul> </li> </ul>
	2.3. Describe different incentives and rewards that can strengthen clients' motivation and adherence	<ul style="list-style-type: none"> <li>• Status</li> <li>• Financial gain</li> <li>• Awards</li> <li>• Incentives</li> </ul>
	2.4. Describe different strategies that can help clients overcome typical barriers to exercise/physical activity	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Planning</li> <li>• Setting objectives and goals</li> <li>• Encouragement</li> <li>• Setting realistic targets</li> <li>• Adherence strategies</li> <li>• Analysing the clients' lifestyle and identifying opportunities for exercise and physical activity and potential barriers</li> </ul>
LO3 Understand how to support clients to adhere to exercise/physical activity	3.1. Explain why it is important for a client to take personal responsibility for their own fitness and motivation	<ul style="list-style-type: none"> <li>• Self-motivation</li> <li>• Self-actualisation</li> <li>• Self-belief</li> <li>• Working with clients to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change</li> </ul>

	3.2. Describe how to assist clients to develop their own strategy for motivation and adherence	<ul style="list-style-type: none"> <li>• Identifying clients' needs and exercise preferences</li> <li>• Identifying appropriate incentives</li> <li>• Working with clients to develop a long term strategy</li> <li>• Mapping the road to long-term goals by providing check points</li> </ul>
	3.3. Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity	<ul style="list-style-type: none"> <li>• Monitoring clients adherence to exercise and physical activity</li> <li>• Providing support to achieve long-term behaviour change in line with their goals</li> <li>• Working with client to adapt and refine their adherence strategy</li> <li>• Varying the programmes to maintain interest</li> </ul>
	3.4. Describe how to set short, medium and long term SMART goals	<ul style="list-style-type: none"> <li>• Specific <ul style="list-style-type: none"> <li>- Significant</li> <li>- Stretching</li> <li>- Simple</li> </ul> </li> <li>• Measurable <ul style="list-style-type: none"> <li>- Meaningful</li> <li>- Motivational</li> <li>- Manageable</li> </ul> </li> <li>• Attainable <ul style="list-style-type: none"> <li>- Appropriate</li> <li>- Achievable</li> <li>- Agreed</li> <li>- Assignable</li> <li>- Actionable</li> <li>- Action-oriented</li> <li>- Ambitious</li> </ul> </li> <li>• Relevant <ul style="list-style-type: none"> <li>- Realistic</li> <li>- Results/results-focused/results-oriented</li> <li>- Resourced</li> <li>- Rewarding</li> </ul> </li> <li>• Time-based <ul style="list-style-type: none"> <li>- Time framed</li> <li>- Timed</li> <li>- Timely</li> <li>- Time-specific</li> <li>- Timetabled</li> <li>- Trackable</li> <li>- Tangible</li> </ul> </li> </ul>

	3.5. Describe how to review and revise short, medium and long term SMART goals	<ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Re-evaluate</li> </ul>
LO4 Understand how to provide ongoing customer service to clients	4.1. Explain the importance of client care both for the client and the organisation	<ul style="list-style-type: none"> <li>• Customer satisfaction</li> <li>• Repeat business</li> <li>• Revenue</li> <li>• Duty of care</li> <li>• Why conversation should be ethical to include: <ul style="list-style-type: none"> <li>- Not causing embarrassment to self, client or others</li> <li>- There may be issues the client does not want to discuss e.g. politics, religion, race, sex, financial, emotional</li> <li>- Never discuss other clients/fitness centres</li> </ul> </li> </ul>
	4.2. Explain why it is important to deal with clients' needs to their satisfaction	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Increased business</li> <li>• Revenue</li> </ul>
	4.3. Identify where to source relevant and appropriate information to meet clients' needs	<ul style="list-style-type: none"> <li>• PAR-Q</li> <li>• Interview</li> </ul>
	4.4. Explain the importance of dealing with any delay in meeting clients' needs timely and effectively	<ul style="list-style-type: none"> <li>• Client dissatisfaction</li> <li>• Loss of client business</li> </ul>
	4.5. Give examples of how to exceed customer expectations, when appropriate	<ul style="list-style-type: none"> <li>• Customer surveys</li> <li>• Listening to and asking questions</li> <li>• Engaging with clients during exercise</li> </ul>
	4.6. Explain the importance of handling client complaints positively following an organisation's procedure	<ul style="list-style-type: none"> <li>• Responding positively to clients</li> <li>• Providing clients with clear information and advice</li> <li>• Finding out how well your solutions work and provide alternative guidance if necessary</li> <li>• Allow the client to speak freely</li> <li>• Ascertain why the feedback is negative</li> <li>• Listen carefully</li> <li>• Do not interrupt</li> <li>• Do not argue</li> <li>• Try to make it a positive</li> <li>• Offer another/alternative form of exercise</li> </ul>

Assessment	
Portfolio of evidence	Containing an assignment

Guide to taught content
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	13/08/2019	First published	Qualifications and Regulation Co-ordinator