

Title	Demonstrate knowledge of human behaviour and exercise adherence		
Level	3	Credits	4

Purpose	People credited with this unit standard are able to describe: the stages of change a person may go through, the requirements for successful behavioural change, factors that may affect exercise adherence; and explain instructor actions that enhance exercise adherence.
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Classification	Fitness > Fitness Assessment and Individual Fitness Instruction
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Available grade	Achieved
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Guidance Information

Reference texts that may assist with the delivery and assessment of this unit standard are:

- a Dishman, R (ed). (1988). *Exercise Adherence: Its impact on public health*. Champaign, IL: Human Kinetics Books.
- b Glanz, K, Lewis, FM, and Rimer, BK (eds). (2002). *Health Behavior and Health Education: Theory, research, and practice* (3rd ed). San Francisco, CA: Jossey-Bass Publishers.

Outcomes and performance criteria

Outcome 1

Describe the stages of change a person may go through.

Performance criteria

- 1.1 Description of human behavioural change explains the different stages of change.

Range	pre-contemplation, contemplation, planning, preparation, action, termination, maintenance; time in each stage.
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- 1.2 Common behaviours and statements occurring at each stage of behavioural change are explained using examples.

Range	pre-contemplation, contemplation, planning, preparation, action, termination, maintenance.
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- 1.3 Appropriate intervention strategies for each stage of behavioural change are described.

Range information provided to client, questioning of client regarding behaviour/current state against norms, definition of client goal(s) through reflective process, identification of options for changes (to achieve goal) with client, selection and planning of actions into a schedule with review times/appointments, provision of feedback to client including positive reinforcement and the management of client actions to overcome barriers and maintain/encourage change.

Outcome 2

Describe the requirements for successful behavioural change.

Performance criteria

- 2.1 Description of successful behavioural change identifies the skills, knowledge and desires required by the client to accomplish these changes, using examples.

Range skills may include but are not limited to – planning, time management, cooking, training, analysis, self-management; knowledge may include but is not limited to – exercise and nutrition knowledge, knowledge of own behaviours, personal values and beliefs; desires may include but are not limited to – desire for a result, to adopt change, to implement actions required to cause change, to seek assistance where required.

- 2.2 Description of the process of behavioural change compares successful and unsuccessful attempts to change, using examples.

Range action, slip up, learning, relapse, new behaviour, old behaviour.

Outcome 3

Describe factors that may affect exercise adherence.

Performance criteria

- 3.1 Description of personal factors details their reported effect on exercise adherence.

Range smoking, age, income, weight loss diet, level of education, weight, personality type, gender, exercise history, sporting history.

3.2 Description of environmental factors details their reported effect on exercise adherence.

Range group cohesion, social support, economic cost, disruptions, enjoyment of exercise, specific individualised feedback.

3.3 Description of cognitive factors details their reported effect on exercise adherence.

Range perceived lack of time, self-efficacy, self-motivation.

Outcome 4

Explain instructor actions that enhance exercise adherence.

Performance criteria

4.1 Instructor actions that affect exercise adherence and that can occur when the client is attending the facility are explained.

Range may include but is not limited to – positive reinforcement of desirable behaviours, provision and encouragement of social interaction, discussion of barriers and strategies to overcome them, provision of specific individualised feedback, prevention of disruptions to training, improving enjoyment through tailoring of client activities to client preferences.

4.2 The basic content and purpose of telephone calls made to support exercise participants who are struggling to adhere to exercise, and the subject options available to an instructor when making these calls, are explained using examples.

Range may include but is not limited to – display empathy, isolate objections, positively reinforce any previous desirable behaviours with specific individualised feedback, provide social interaction, discuss barriers and any changes in client priorities, identify strategies to overcome barriers, revisit client's initial priorities and reasons for them, discuss the pros and cons of the programme they were undertaking, re-emphasise the importance of exercise as a priority for the client through discussion, ask client to recommit to their exercise objectives, offer improvements in the exercise environment through possible programme adaptations/changes to suit client preferences, agree with client on next actions to be taken and document (eg next visit to club, next appointment with instructor, next call).

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2006	31 December 2020
Review	2	23 November 2017	31 December 2020

Consent and Moderation Requirements (CMR) reference	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

This unit standard is expiring