

FITT Principles explained...

When describing client's past and present activity levels always apply the FITT principle:

- **Frequency** (how many times per week)
- **Intensity** (how hard do they work at, it could be in terms of % heart rate, scales of 1-10 or rep ranges)
- **Time** (what length of time does each activity session last for)
- **Type** (what is the activity)

You might need to do this several times for different disciplines, for example:

F = 3 x per week

I = 60 – 90% mhr

T = 90 minutes

T = running, swimming, cycling

F = 4 x per week

I = to overload/mild discomfort

T = 60 minutes

T = Pilates, stretch

Quality and Quantity analysis explained...

Quantity should highlight the amount or volume of food consumed during the course of a food diary.

The easiest way to analyse the volume of food consumed is to create a tally chart (from their food diary), showing the number of portions of each food group they have consumed. You can use the table in the back of your manual to help you analyse the portion numbers.

E.g.

Type	Bread, rice, pasta and other starchy foods	Fruit and vegetables	Milk and dairy	Meat, fish, eggs other forms of protein	Food high in fats and sugar
Quantity day 1	7	3	2	4	6
Quantity day 2	5	2	5	8	2
Quantity day 3	4	4	3	2	4
Average	5.3	3	3.3	4.6	4

You can use these averages to compare your client's intake against Government recommendations (e.g. Eatwell Plate) and comment on whether this has a positive or negative reflection on your client's current diet.

Quality should highlight whether the foods were high or low quality – here are things to think about when you are classifying foods as high or low quality:

- Bread, rice, pasta etc.
Are the portions of starchy food white grains or whole grains, which is better for you? How heavily were the grains processed?
- Fruit and vegetables
Are the portions fresh or heavily cooked, which is better for you? How much processing did they go through before reaching the plate?
- Milk and dairy
Are the portions of this food group high in fats or sugar? How much processing did they go through before reaching the plate?
- Meat, fish, other forms of protein
Are the portions from this food group lean cuts or fatty cuts which is better for you?
Has the meat been processed in any way?
- Foods high in fats and sugar
These will usually be low quality, however can you identify any “better” or “worse” choices your client has made in this category?

SMART Goal Setting explained...

It must be possible to quantify (measure) a goal, otherwise it is not possible to tell when the goal has or is being achieved. The goal must also be specific, this usually involves stating numbers such as a particular body weight to be reached, or a range of movement to be achieved. There must a timeframe within which the goal has to be reached. This can be set in weeks, months, years or by a certain date.

The acronym **SMART** is used in this respect. A goal should be:

- Specific
- Measurable
- Agreed/achievable
- Realistic
- Time framed

The 'achievable' and 'realistic' components can be quite subjective as they could be influenced by client motivation, injury or unforeseen circumstances.

A typical example of a poorly stated goal is 'would like to build up my arm and chest muscles'. If we analyse this statement we see that it is:

1. Not specific (how much muscle does the client wish to develop?)
2. There is no thought as to how this extra muscle would be measured
3. There is no timeframe set (when will the larger chest and arms be achieved)

To be made SMART we could restate: to add 2cm to chest circumference and 1 cm to arm circumference in three months.



Another poorly stated goal is 'to have better posture'. If we analyse this statement we see that it is:

1. Not specific (what does the trainer mean in terms of posture, where on the body is this related to?)
2. How can someone measure 'better posture'
3. There needs to be a timeframe set.

To be made SMART we could restate: to have the shoulders drawn down and back in line to the plumb line in three months.