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| **Screen ID** | **Insert screen title/base layer** | | | | | **Screen type** | |
| 005\_060 | Question: Determinants that have a negative effect on health | | | | | Drag and drop to category | |
| **Example** |  | | | | | | |
| **audio script/**  **subtitles** | Some negative lifestyle factors are things we have the power to change, some we can’t as we’re born with or into them. Some things we can change to some extent by altering aspects of our lifestyle, like diet, but our genes and personal characteristics may also play a role. Which of these health determinants might a person be able to control with the right help and intervention, which may be out of their control and which might they have some degree of control over? | | | | | | |
| **On screen text instructions †** | Drag the health determinants into the right categories. | | | | | | |
| **Question text** | Which of these health determinants might a person be able to change with the right help and intervention, which may be out of their control and which might they have some degree of control over? | | | | | | |
| **Category title**  **2 lines max** | **Full control** | **Some control** | **No control** | **Category 4 † (40)** | | |  |
| **Category items**  **Max 2 lines** | Regular binge drinking. | Poor social networks. | Local crime and terrorism threats. | ***Text*** | | |
| Self-blame. | Discrimination. | Genetics. | ***Text*** | | |
| Physical inactivity. | Chronic health conditions. |  |  | | |
| Poor hygiene. |  |
| **2 categories = max 4 items in one category**  **3 categories = max 2 items in one category**  **4 categories = max 2 items in one category** | | | | | | |
| **Feedback**  **5 lines max!**  **3**  **4**  **5** | People can change their habits, e.g. **binge drinking** or **physical inactivity**; personal attitudes, e.g. **self-blame**, and **personal hygiene** (unless they don’t have access to adequate washing facilities, e.g. if they’re homeless). Conversely, **crime rates, terrorism** and **genetics** are **out of a person’s control**. People **can control their social networks, manage chronic health conditions** and **avoid discrimination** (e.g. by getting involved with local schemes to improve the community or seeking help from support groups) **up to a point** but there is an element of luck involved. | | | |  | | | |
| **Instruction** | Press the **Submit** button to check your answer, then press the **Next** button to continue. | | | | | | | |
| **Notes** | Summary of page not exact reproduction of audio (1500) | | | | | | | |
| **Assessment criteria** | 1.3 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change | | | | | | | |
| **Notes to developer** |  | | | | | | | |

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| **Screen ID** | **Insert screen title/base layer** | | | | | **Screen type** | |
| 005\_155 | Question: Strategies for overcoming barriers | | | | | Drag and drop to category | |
| **Example** |  | | | | | | |
| **audio script/**  **subtitles** | Read through the strategies for improving public health in a local community and place each one under the relevant heading to show which barrier to behavioural change it addresses. | | | | | | |
| **On screen text instructions †** | Drag the strategies into the right categories. | | | | | | |
| **Question text** | Read through the strategies for improving public health in a local community and place each one under the relevant heading to show which barrier to behavioural change it addresses. | | | | | | |
| **Category title**  **2 lines max** | **Positive role models** | **Health education and promotion** | **Beliefs, attitudes and preconceptions** | **Access and availability** | | |  |
| **Category items**  **Max 2 lines** | Endorsement from sports personalities. | Raising awareness of local cycle routes. | Including bodies of all sizes in visual material. | Wheelchair basketball***.*** | | |
| Stories of success in losing weight or getting fitter. | Including calorie information on food. | Encouragement and empathy from trainers. | Concessionary rates for membership. | | |
| Running a marathon for charity. | Activity ideas for those who don’t enjoy sport. |  |  | | |
| *Text* | *Text* |
| **2 categories = max 4 items in one category**  **3 categories = max 2 items in one category**  **4 categories = max 2 items in one category** | | | | | | |
| **Feedback**  **5 lines max!**  **3**  **4**  **5** | Health promotion can involve **role models**, e.g. **sports personalities**, a **person running a marathon for charity** or a **person using their successful weight loss story** to inspire others. **Health education and promotion** can involve **raising awareness of local cycle routes**, **calorie information** and **ideas for activities**. **Beliefs and attitudes** can be tackled by **including bodies of all sizes in promotional material**, and through **encouragement and empathy from trainers**. **Access and availability** can be improved with **concessionary rates** and activities like **wheelchair basketball*.*** | | | |  | | |
| **Instruction** | Press the **Submit** button to check your answer, then press the **Next** button to continue. | | | | | | |
| **Notes** | Summary of page not exact reproduction of audio (1500) | | | | | | |
| **Assessment criteria** | 1.3 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change | | | | | | |
| **Notes to developer** |  | | | | | | |

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| **Screen ID** | **Insert screen title/base layer** | | | | | **Screen type** | |
| **010\_050** | Question: Different types of hypertension | | | | | Drag and drop to category | |
| **Example** |  | | | | | | |
| **audio script/**  **subtitles** | Can you remember the characteristics of essential hypertension, secondary hypertension and white coat hypertension? | | | | | | |
| **On screen text instructions †** | Drag the characteristics into the right categories. | | | | | | |
| **Question text** | Can you remember the characteristics of essential hypertension, secondary hypertension and white coat hypertension? | | | | | | |
| **Category title**  **2 lines max** | **Essential hypertension** | **Secondary hypertension** | **‘White coat’ hypertension** |  | | |  |
| **Category items**  **Max 2 lines** | Affects roughly 90% of hypertensives. | High blood pressure caused by another condition. | High blood pressure readings in clinical settings. |  | | |
| Exact cause is not known. | Affects roughly 10% of hypertensives. |  |  | | |
| Thought to be linked to family history and lifestyle. | *Text* |  |  | | |
| *Text* | *Text* |
| **2 categories = max 4 items in one category**  **3 categories = max 2 items in one category**  **4 categories = max 2 items in one category** | | | | | | |
| **Feedback**  **5 lines max!**  **3**  **4**  **5** | **Essential hypertension** **affects roughly 90% of hypertensives**. Its **exact cause is unknown** but **family history and lifestyle are thought to play a role**. **Secondary hypertension affects roughly 10% of hypertensives**. It is **caused by other conditions**. **‘White coat’ hypertension** is **caused by being in a clinical setting.** | | | |  | | | |
| **Instruction** | Press the **Submit** button to check your answer, then press the **Next** button to continue. | | | | | | | |
| **Notes** | Summary of page not exact reproduction of audio (1500) | | | | | | | |
| **Assessment criteria** | 2.1 Identify the causes of specified medical conditions, to include:   * hypertension * obesity * cardiorespiratory disease * diabetes * stress   2.4 Describe the clinical signs and symptoms of specified medical conditions | | | | | | | |
| **Notes to developer** |  | | | | | | | |

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| **Screen ID** | **Insert screen title/base layer** | | | | | **Screen type** | |
| **010\_055** | Question: Activities for hypertensives | | | | | Drag and drop to category | |
| **Example** |  | | | | | | |
| **audio script/**  **subtitles** | Which of these activities are good for hypertensives and which are inappropriate as they can be harmful? | | | | | | |
| **On screen text instructions †** | Drag the activities into the right categories. | | | | | | |
| **Question text** | Which of these activities are good for hypertensives and which are inappropriate as they can be harmful? | | | | | | |
| **Category title**  **2 lines max** | **Good for hypertensives** | **Not good for hypertensives** | **Category 3 † (50)** | **Category 4 † (40)** | | |  |
| **Category items**  **Max 2 lines** | Brisk walking. | Scuba diving. | *Text* | ***Text*** | | |
| Tennis. | Squash. | *Text* | ***Text*** | | |
| Digging the garden. | Heavy weight training. |  |  | | |
| Dancing. | Skydiving. |
| **2 categories = max 4 items in one category**  **3 categories = max 2 items in one category**  **4 categories = max 2 items in one category** | | | | | | |
| **Feedback**  **5 lines max!**  **3**  **4**  **5** | **Good activities** for hypertensives include **brisk walking, tennis, dancing** and **digging** **the garden**; these are all repetitive, rhythmic aerobic exercises that can be done at a moderate intensity to avoid placing excess strain on the blood vessels. **Inappropriate activities** include high-intensity sports like **squash** and **heavy** **weight training**. **Skydiving** and **scuba diving** can also place the blood vessels under excess strain. | | | |  | | | |
| **Instruction** | Press the **Submit** button to check your answer, then press the **Next** button to continue. | | | | | | | |
| **Notes** | Summary of page not exact reproduction of audio (1500) | | | | | | | |
| **Assessment criteria** | 2.5 Describe the risks and benefits of exercise for specific medical conditions, to include   * exercise guidelines, restrictions and contraindications * nutritional guidelines | | | | | | | |
| **Notes to developer** |  | | | | | | | |

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| **Screen ID** | **Insert screen title/base layer** | | | | | **Screen type** | |
| **010\_215** | Question: Exercise recommendations for COPD | | | | | Drag and drop to category | |
| **Example** |  | | | | | | |
| **audio script/**  **subtitles** | Which of these statements about exercise guidelines for COPD are true and which are false? | | | | | | |
| **On screen text instructions †** | Drag the statements into the right categories. | | | | | | |
| **Question text** | Which of these statements about exercise guidelines for COPD are true and which are false? | | | | | | |
| **Category title**  **2 lines max** | **True** | **False** | **Category 3 † (50)** | **Category 4 † (40)** | | |  |
| **Category items**  **Max 2 lines** | Exercise should take place mid to late morning. | If a client gets breathless stop exercise immediately. | *Text* | ***Text*** | | |
| 5-10-minute intervals are a good starting point. | Always base the session around floor exercises. | *Text* | ***Text*** | | |
| Exercise should be done, ideally, twice a day. | Exercise should be done first thing in the morning. |  |  | | |
| *Text* | Never cover the mouth or nose during outdoor exercise. |
| **2 categories = max 4 items in one category**  **3 categories = max 2 items in one category**  **4 categories = max 2 items in one category** | | | | | | |
| **Feedback**  **5 lines max!**  **3**  **4**  **5** | People with COPD **should exercise mid-to-late morning** at the earliest, and **ideally twice a day**, for as long as they can. Endurance may be problematic, so **exercising in 5-10-minute intervals is a good starting point**.  Clients with COPD should **avoid sessions based around floor exercises** and **exercising first thing in the morning** as symptoms are worse upon waking. The **nose and mouth should be covered in cold conditions**. **Breathlessness** may be unpleasant but is **not dangerous or a good reason to stop immediately**. | | | |  | | | |
| **Instruction** | Press the **Submit** button to check your answer, then press the **Next** button to continue. | | | | | | | |
| **Notes** | Summary of page not exact reproduction of audio (1500) | | | | | | | |
| **Assessment criteria** | 2.5 Describe the risks and benefits of exercise for specific medical conditions, to include   * exercise guidelines, restrictions and contraindications * nutritional guidelines | | | | | | | |
| **Notes to developer** |  | | | | | | | |

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| **Screen ID** | **Insert screen title/base layer** | | | | | **Screen type** | |
| **010\_260** | Question: Type 1 and type 2 diabetes | | | | | Drag and drop to category | |
| **Example** |  | | | | | | |
| **audio script/**  **subtitles** | How many characteristics of type 1 and type 2 diabetes can you remember? | | | | | | |
| **On screen text instructions †** | Drag the characteristics into the right categories. | | | | | | |
| **Question text** | How many characteristics of type 1 and type 2 diabetes can you remember? | | | | | | |
| **Category title**  **2 lines max** | **Type 1 diabetes** | **Type 2 diabetes** | **Category 3 † (50)** | **Category 4 † (40)** | | |  |
| **Category items**  **Max 2 lines** | Insulin needs to be injected. | Caused by insulin resistance. | *Text* | ***Text*** | | |
| Usually diagnosed during childhood. | Usually develops during adulthood. |  | ***Text*** | | |
| Caused by lack or absence of insulin. | Can be caused by modifiable lifestyle factors. |  |  | | |
|  | Usually develops after 40 (25 in some ethnic groups). |
| **2 categories = max 4 items in one category**  **3 categories = max 2 items in one category**  **4 categories = max 2 items in one category** | | | | | | |
| **Feedback**  **5 lines max!**  **3**  **4**  **5** | **Type 1 diabetes** is **usually diagnosed during childhood** or early adulthood. It is **caused by a lack or absence of insulin in the body**;as a result, **insulin needs to be injected every day. Type 2 diabetes is caused by insulin resistance** and **can be brought on by modifiable lifestyle factors**, e.g. poor diet.Type 2 diabetes usually **develops during adulthood**, although **some ethnic groups develop it at an earlier age than others.** | | | |  | | | |
| **Instruction** | Press the **Submit** button to check your answer, then press the **Next** button to continue. | | | | | | | |
| **Notes** | Summary of page not exact reproduction of audio (1500) | | | | | | | |
| **Assessment criteria** | 2.1 Identify the causes of specified medical conditions, to include:   * hypertension * obesity * cardiorespiratory disease * diabetes * stress | | | | | | | |
| **Notes to developer** |  | | | | | | | |

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| **Screen ID** | **Insert screen title/base layer** | | | | | **Screen type** | |
| **015\_105** | Question: Instruct, refer or signpost? | | | | | Drag and drop to category | |
| **Example** |  | | | | | | |
| **audio script/**  **subtitles** | Read through each of the statements. If a client of yours were to say these during a consultation, would it be safe for you to instruct them, should they be referred to a medical professional or should they be signposted to a relevant support group or service? | | | | | | |
| **On screen text instructions †** | Drag the statements into the right categories. | | | | | | |
| **Question text** | If a client of yours were to make these statements during a consultation, would it be safe for you to instruct them, should they be referred to a medical professional or should they be signposted to a relevant support group or service? | | | | | | |
| **Category title**  **2 lines max** | **Instruct** | **Signpost** | **Refer** | **Category 4 † (40)** | | |  |
| **Category items**  **Max 2 lines** | ‘I’m not the active type.’ | ‘I like to get drunk most nights.’ | ‘My health problem stops me from doing that.’ | ***Text*** | | |
| ‘I don’t have time.’ | ‘I can barely make the rent let alone gym membership.’ | ‘What if that makes my knee pain worse?’ | ***Text*** | | |
| ‘What if I hurt myself?’ | ‘I think I might have an intolerance to some foods.’ |  |  | | |
| ‘How would it make any difference?’ | *Text* |
| **2 categories = max 4 items in one category**  **3 categories = max 2 items in one category**  **4 categories = max 2 items in one category** | | | | | | |
| **Feedback**  **5 lines max!**  **3**  **4**  **5** | You can **instruct** clients who have doubts, e.g. **about having enough time, whether the programme will make a difference, not being the ‘active type’** or even **fear of injury**, if they’re healthy. People may need **signposting** to support services for **money** or **drinking problems**, or to dietitians if they feel they **may have an undiagnosed food intolerance**. Clients with **health problems that stop them from exercising** or **injuries that may be aggravated** need **medical referral**. | | | |  | | | |
| **Instruction** | Press the **Submit** button to check your answer, then press the **Next** button to continue. | | | | | | | |
| **Notes** | Summary of page not exact reproduction of audio (1500) | | | | | | | |
| **Assessment criteria** | 3.3 Recognise when clients need to be signposted to other professionals  3.4 Identify the reasons a client should be signposted to a medical or healthcare professional  3.5 Explain how signposting a client to other services can support lifestyle behaviour change  3.6 Recognise when to refer or signpost a client to other professionals regarding lifestyle behaviours e.g. smoking cessation, alcohol addiction counselling, dietitian, counsellor  3.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice  3.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements | | | | | | | |
| **Notes to developer** |  | | | | | | | |