Physical activity counseling: Creation of a formation for students in physical education

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“If physical activity was a pill, doctors could well be prescribing it to everyone”

(Hanson, 2017)
Between 60% and 85% of sedentary people in developed or in development countries (WHO, 2017)

Each year 3,2 million of deaths are due to the lack of movement (WHO, 2017)
PE teacher is a cornerstone in the promotion of physical activity (Cloes, 2017)
Literature

Sallis et al., 2006
Literature

- In Belgium PE teachers don’t seem really efficient
  - In FWB, PE teacher is only at the 5th position of physical activity promoters (Bodson & Zints, 2007)
  - In 70% of cases, he is the first actor to discourage children between the ages of 6 and 18 (Bodson & Zints, 2007)
  - Snyers et al. (2014) give at PE lessons a score of 9/20 in term of physical activity promotion
Necessity to increase the impact of PE teachers

Necessity to develop a physical activity counseling system as we can see in:

- France
- New-Zealand (Elley at al., 2011)
- Great Britain (Bull & Milton, 2011)
Objective

“To implement a unit aiming to train physical education students to be able to counseling children and sedentary people”

Two steps:

- To ask some field experts to determine their opinion about physical activity counseling
- To settle the subjects to include in the unit
Methods

Participants
- Contact of 100 potential participants
  1) Mails
  2) Phone calls
- 32 responses
- 15 planified meetings
  - 4 general practitioners
  - 3 kinesitherapists
  - 3 Physical trainers
  - 2 nurses
  - 1 nutritionist
  - 1 ergotherapist
  - 1 sociologist
Interviews

- Semi-structured
  - Individual description
  - Work description
  - Physical activity knowledge
  - Practice of physical activity counseling

- Timing 40’ – 50’
Methods

Cursus analyse

- Analyse of each theoretical course from the first 3 study years

- Highlighting every courses objectives

- Gathering in few categories to compare with the items provided by experts
Results and discussion

From the field practice

- What are the barriers preventing professionnals to give more physical activity advises?
Results and discussion

From the field practice
- The most important factors to be a good physical activity counselor
Results and discussion

Analyse of the curriculum
- 6 items are considered as acquired by students
  - Knowledge of pathologies
  - Knowledge in sports and physical training
  - Knowledge in physiology and biochemistry
  - Knowledge in anatomy and neuroanatomy
  - Skills in pedagogy and didactics
  - Skills in sport practice
Results and discussion

Comparison between skills already acquired and those who still have to be integrated by students

How can we teach these skills?

1) Transtheoretical model
2) 5A Model
3) Motivational interviewing
4) IPAQ

+ Some reminders
Results and discussion

Unit content

1) Transtheoretical model adapted to physical activity (Tafticht & Csillik, 2013)
Results and discussion

Unit content

2) 5A Model (NCI, 1989)
Results and discussion

Unit content

3) Motivational interviewing

→ To talk with patient to help him to find barriers to the practice of physical activity

→ To settle key elements to get and keep motivation
Results and discussion

Unit content

4) **Ipaq** (Lee, Macfarlane, Lam, Steward, 2011)

→ « International Physical Activity Questionnaire »
Next steps

- To implement unit with Master students
- To study the impact of this unit on the students practice
- To develop collaboration with general practitioners or others health experts
Conclusion

- The society need efficient PE teachers in the promotion of active lifestyle and the development of physical activity counselors.

- To fix the content of a unit intended to PE Master students is the first step of the development of a more global physical activity counseling project.
Thank you for your attention!
Bibliography


