Module 4: Barriers and Facilitators to Exercise and Lifestyle Physical Activity

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## Objectives

<table>
<thead>
<tr>
<th>Define</th>
<th>Define barriers and facilitators</th>
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<tbody>
<tr>
<td>Understand</td>
<td>Understand how barriers and facilitators impact exercise and lifestyle physical activity</td>
</tr>
<tr>
<td>Utilize</td>
<td>Utilize inclusive language</td>
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<tr>
<td>Review</td>
<td>Review SMART Goals</td>
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<tr>
<td>Consider</td>
<td>Consider best practices for virtual training</td>
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<tr>
<td>Summarize</td>
<td>Summarize the content we have reviewed</td>
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Barriers and Facilitators

Barriers may reduce a client’s ability to participate in exercise.

Facilitators may increase a client’s ability to participate in exercise.
## Common Barriers and Facilitators

<table>
<thead>
<tr>
<th>Physical Environment</th>
<th>Parking/access, transportation</th>
<th>Accessible, appropriate temperature</th>
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<tbody>
<tr>
<td>Social Environment</td>
<td>Limited support from family, social stress</td>
<td>Healthcare provider support, support from friends</td>
</tr>
<tr>
<td>Health Conditions</td>
<td>Fatigue, symptom fluctuations</td>
<td>Sense of accomplishment, commitment</td>
</tr>
<tr>
<td>Cognitive/Behavioral</td>
<td>Low confidence, depression, impaired memory</td>
<td>Commitment, self-monitoring (journaling)</td>
</tr>
<tr>
<td>Cost</td>
<td>Gym fees, transportation</td>
<td>Programs, grants</td>
</tr>
<tr>
<td>Time</td>
<td>Perceived lack of time</td>
<td>Improved time management, prioritization</td>
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</tbody>
</table>
Leading With Inclusive Language: People First

- The person comes before the disability
- *Disability and handicap are not* synonymous
- Disability is a normal part of life
- People with MS are not a homogeneous group

JENNIFER, DIAGNOSED IN 2000
Using Inclusive Language

**Phrases to Avoid**
- MS sufferer, afflicted, victim, invalid, crippled, stricken
- Wheelchair-bound, confined to a wheelchair
- Handicapped/disabled parking
- Normal person, healthy person

**Use Instead**
- Person with MS
- Uses a wheelchair, mobile with wheelchair
- Accessible parking
- Person without disability, able-bodied person
Keeping Clients Motivated

- Make It Fun
- Provide A Challenge
- Make it Complete
- Start Slowly
- Listen to the Body
- Pacing
- Make Fitness a Habit

AUTUMN, DIAGNOSED IN 2013
MELANIE, DIAGNOSED IN 1997
NICOLE, DIAGNOSED IN 1995
Tracking Symptoms & Progress

- Encourage journaling
- Using health/ fitness apps
- Wearable devices
SMART Goals: Defined

- **Specific**: State exactly what you want to accomplish
- **Measurable**: Use smaller, mini-goals to measure progress
- **Achievable**: Make goals reasonable
- **Relevant**: Set a goal that is relevant to their life
- **Timely**: Set a deadline

https://blog.myfitnesspal.com/want-to-crush-your-goals-get-smart/
SMART Goals: Example

S: Complete #___ sit to stand *without assistance* in 1 minute

M: Increase sit to stand number by #___ each week and document results

A: Complete prescribed amount at home every day after breakfast

R: Maintain/improve independence and promote active lifestyle

T: Reevaluate improvement and maintenance every #___ weeks
Virtual Training - Best Practices

- Verify location of client before every session
- Ensure workout space is free of tripping hazards
- Have another person available/ in the room
- Position camera for trainer/self to see full body
- Encourage the use a TV or a big screen to watch instructor
- Have chair, counter or balance bars accessible
## Course Objectives

<table>
<thead>
<tr>
<th>Understand</th>
<th>Understand MS, what causes MS and the various MS symptoms, and how this influences physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterize</td>
<td>Characterize wellness and fitness in MS for all ability levels</td>
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<tr>
<td>Discover</td>
<td>Discover how fitness and wellness professionals are an integrative part of the MS comprehensive care team</td>
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<tr>
<td>Learn</td>
<td>Learn about safe, effective and enjoyable lifestyle physical activity and exercise for people living with MS</td>
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<tr>
<td>Define</td>
<td>Define special considerations involved in working with people with MS</td>
</tr>
<tr>
<td>Describe</td>
<td>Describe barriers and facilitators to physical activity in MS</td>
</tr>
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Time to test your knowledge