

EXERCISE FOR OLDER ADULTS

WRITTEN EXAM REVIEW

- 1. Older adults with high blood pressure should avoid what types of exercises.**
- 2. List all of the types of feedback & define each**
- 3. List the conditions related to these categories:**
 - Neurological
 - Cardiovascular
 - Respiratory
 - Metabolic
 - Musculoskeletal
 - Sensory
- 4. Why should you use longer cool-downs the older adult classes?**
- 5. Define functional age & its components**
- 6. When teaching older adults:**
 - You want the same intensity in all classes T/F
 - You want to focus on the disabilities T/F
 - You want to recognize them as individuals T/F
- 7. What is the main reason for using music in fitness classes?**
- 8. Besides facility location, what other external factors need to be considered when designing older adult classes?**
- 9. List the reasons why older adults come to fitness classes. Identify the main reason.**
- 10. Describe venous pooling**
- 11. What are the physiological benefits of exercise for older adults?**
- 12. Describe the appropriate posture for a participant performing chair exercises.**
- 13. What extra equipment should you have when using chairs in class?**
- 14. What are and are not the psychological benefits of exercise for older adults?**
- 15. Describe the F.I.T.T. formula.**
- 16. What are the purposes of pre-screening tools?**
- 17. List the do's and don'ts of an effective warm-up**

18. Describe what may happen to one's blood pressure after exercise (short-term & long-term). Does this happen to everyone?
19. Describe the W.H.O. Health-Fitness Gradient and who it is designed for.
20. Why should hypertensive older adults avoid isometric exercises?
21. Research shows differences between sedentary & active individuals. What are they?
22. Describe proper erect posture*. Now, list the muscles that may need to be:
 - Stretched to achieve proper posture*
 - Strengthened to achieve proper posture*
23. List the factors one must consider when programming exercise for older adults.
24. Describe how to treat a participant experiencing an asthma attack.
25. What is a PAR-Q from?
26. How old one feels relates to what factors?
27. What is true and false about aging?
28. Describe the Transtheoretical Model for behaviour changes, a.k.a. the stages of readiness.
29. What are the key considerations when planning resistance training for someone with COPD?
30. Describe each of the following as well as the pros & cons of using them to monitor intensity:
 - Heart Rate
 - RPE
 - Talk Test
31. When designing an effective older adult class, what do you need to know about your participants?
32. Describe the 5 levels of functional ability
33. Why should you avoid high-impact aerobic training with your older adult classes?
34. Weight bearing exercises are necessary for participants with _____ .
35. Describe functional fitness.
36. Why not consider chronological age with your older adults?
37. Compare exercise for health benefits to exercise for fitness benefits.

**Answers in paperwork given out before or during class*