

**Tool 6.1a: PROGRAM FIDELITY CHECKLIST - Fit for Function Sample**

**Section in Planner:**

**Section in Planner: Phase 2, Step 6 (6.1a – design); PHASE 3, Step 8 – activate)**

**Why is this important?**

Exercise program developers encourage maintaining program ‘fidelity’, i.e. monitoring whether the exercise regimen is being consistently delivered as designed to achieve optimal outcomes and ensure safety of the participants. Many programs include a fidelity checklist for program managers to review with their fitness instructors. Monitoring client screening processes, equipment maintenance and emergency procedures, management of the class structure and activities, including interaction with participants and their caregivers, will help keep your program on track. It is also important to check in with your instructors to ensure they have the necessary training and feel comfortable supporting participants who may have special needs.

**How to use this tool:**

This sample is an observation worksheet used by the developers of the Fit for Function exercise program\*. You may want to tailor the tool to reflect your own setting and program choice. Consider who is in best position to monitor a class, e.g. your program manager or health partner, and how you will manage any concerns that need attention and support. Adapt this sample to create a checklist which suits your own setting and circumstances, as needed.

**User Comments:**

*“I really appreciate the discussion on program fidelity - that is something that I will incorporate into practice right away.”* (Program Coordinator)

\*Fit for Function was developed by McMaster University (Dr. Julie Richardson and Dr. Ada Tang), Hamilton Health Sciences, and YMCA Hamilton, Burlington, Brantford.

Contact information: www.mobilityresearch.ca

For full planner visit: [**https://www.afterstroke.ca/resources/srimp/**](https://www.afterstroke.ca/resources/srimp/)

**Phase 3, Step 8: Fidelity Checklist – Fit for Function Program Sample**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_    Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_   Examiner: \_\_\_\_\_\_\_\_\_\_\_

**Fit for Function**

**Exercise Program Fidelity Checklist**

Scoring

0 Did not demonstrate = this item was not demonstrated at all

1 Partially demonstrated = this happened to some extent, but not or all group members, all of the time (e.g., instructors facilitate discussion, but only among certain members of the group)

2 Demonstrated consistently through entire class = the item was demonstrated consistently and appropriately throughout the entire session

NA Not applicable

|  |  |  |
| --- | --- | --- |
| **Item** | | **Score** |
| **I. Program preparation** | | |
| Training workshop | Exercise classes are provided by trained instructor(s). |  |
| Instructor attended a training workshop or certification. |  |
| Naming | The program is marketed for participants with stroke (and potentially for others) |  |
| Screening | A screening process is in place |  |
| Adverse events | Procedures are in place for emergency, including falls and cardiac events |  |
| Procedures are in place for reporting adverse events |  |
| Healthcare partner | Exercise classes are supported by a healthcare partner (e.g. stroke physiotherapist provides consultation) |  |
| **II. Program parameters** | | |
| Frequency | Classes are operated at least two times per week. |  |
| Length | Classes last 45-60 minutes. |  |
| Length of the program is at least 4 weeks |  |
| **III. Class structure** | | |
|  | Attendance is taken |  |
| Exercises | Exercises are undertaken to improve balance function |  |
| Exercises are undertaken to improve cardiovascular fitness |  |
| Exercises are undertaken to improve walking and mobility function |  |
| Instructor selects appropriate exercises for participants |  |
| Instructor selects appropriate level of exercises for participants |  |
| Instructor selects appropriate number of repetitions of exercises for participants (e.g., 3 minutes continuously, 3 sets of 10 repetitions) |  |
| Instructor encourages and facilitates good exercise form by verbal cues, tactile cues, or demonstration |  |
| Instructor progresses each participant weekly so exercises are always challenging. |  |
| Manage the class | Instructor ensures that the space is adequate for exercise |  |
| Instructor ensures that the equipment is available for the exercises |  |
| Instructor involves family and caregivers if available |  |
| Instructor allocates time appropriately |  |
| Instructor safely supervises and spots participants |  |
| Ratio of instructor to participant is 1:5 or less |  |
| Stay on track | Instructor addresses client issues but did not allow them to disrupt content agenda |  |
| Instructor modulates distractions (e.g., side bar conversations, interrupted by family members) |  |
| Create a supportive and empathetic climate | Instructor avoids judgmental feedback on participants’ contribution |  |
| Instructor responds emphatically and accurately to individual or group member behavior (verbal, nonverbal) |  |
| Instructor engages participants in meaningful conversation when not instructing |  |
| **IV. Education** | | |
| Facilitator training | Education sessions are provided by trained facilitator(s) |  |
| Attendance | Attendance is taken |  |
| Manage the class | Facilitator ensures that the space and facilities is adequate for education |  |
| Facilitator involves family and caregivers if available |  |
| Facilitator allocates time appropriately |  |
| Stay on track | Facilitator addresses client issues but did not allow them to disrupt content agenda |  |
| Facilitator modulates distractions (e.g., side bar conversations, interrupted by family members) |  |
| Create a  supportive and  empathetic  climate | Facilitator avoids judgmental feedback on participants’  contribution |  |
| Facilitator responds emphatically and accurately to individual or group member behavior (verbal, nonverbal) |  |
| Facilitator engages participants in meaningful conversation |  |