

**PLANNING, IMPLEMENTATION AND EVALUATION OF A POSITIVE BODY
IMAGE EXERCISE PROGRAM FOR WOMEN — AN ACCEPTABILITY AND
FEASIBILITY STUDY**

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ACKNOWLEDGEMENTS	3
ABSTRACT	4
1 INTRODUCTION	5
1.1 Body image as a concept and self-objectification in women	6
1.2 Why is body satisfaction important?	7
1.3 Body image and exercise	8
1.4 Focusing on body functionality protects women from body dissatisfaction	12
1.5 Fitspiration and social media imagery	13
1.6 Coach communication, behavior and modeling with female athletes	15
1.7 Goal setting	17
1.8 Mindfulness, bodily knowledge and body image	17
2 PURPOSE OF THE STUDY	20
3 METHODS	20
3.1 Research design	20
3.2 Participants	21
3.3 Background of the researcher	22
3.4 Participant recruitment and selection	23
3.5 Initial meetings with the participants and the coach	25
3.6 General description of the program	27
3.7 Data collection and analysis	29
3.8 Ethical issues	30
3.9 Quality of the research	31
4 RESULTS	32
4.1 Program components	32
4.1.1. Training facility	33
4.1.2 Trust building exercises and group guidelines	33
4.1.3 Breathing exercises	35
4.1.4 Wellbeing index and training journal	36
4.1.5 Goal setting	37
4.1.6 Body functionality and body acceptance exercises	37
4.1.7 Physical training	39
4.1.8 Voluntary body measuring	40
4.1.9 Coach communication and modeling	40
4.2 Acceptability of the program	42
4.3 Main themes emerging from interviews and researcher's journal	42
4.3.1 Safe environment created by the coach	43
4.3.2 Peer support	44
4.3.3 The group as comparison point	46
4.3.4 Coaches as authority figures and comparison points	47
5 DISCUSSION	49

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ABSTRACT

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Body image refers to the perceptions, feelings and thoughts that a person has about his or her body. Body dissatisfaction is common among women in Western societies and can lead to lower psychological functioning, lower exercise motivation, compulsive exercise, disordered eating and generally to a lower quality of life. However, very little research exists on how to support positive body image in training in general or specifically in the personal training context. The current research is a mixed-method action research case study that explored the feasibility and acceptability of a 10-week "Strong Woman" -training program within female participants (n=4) and a coach. The aim of the program was to support positive body image and encourage women to train with weights. The program focused on body functionality rather than appearance. The program consisted of weight training focusing on body functionality, body image supporting coach modeling and communication, peer support, body functionality and body awareness writing exercises, a training diary, breathing exercises and a calm, mirrorless training environment as well as voluntary body measurement taking. Assembled through a researcher's journal and participant feedback, a thorough description of the program and its individual components is provided. The program was able to be carried out as planned and was very well accepted among the participants and the coach who led training. All the participants liked the program and would like to recommend it to other people. They felt that the program was able to encourage a more gentle attitude towards their bodies. In addition, the participants felt the program was easy to participate in and that they are going to utilize the things they learned in the program in the future. Based on the qualitative analysis of the interviews and the researcher's journal, the psychologically safe environment created by the coach, sense of community and peer support were the most valuable parts of the program. This study showed that it was possible to implement the program successfully to a group of 4 female participants. The program can be implemented as such or parts of it can be utilized by sport and exercise professionals coaching athletes or the general public.

Keywords: body image, exercise program, strength training, women, feasibility, acceptability, action research

1 INTRODUCTION

There is a vast amount of research about body image and a whole scientific journal dedicated to publishing results around this delicate issue. However, very little research exists on how to promote positive body image in personal training and wellness coaching contexts. Personal training as a business oftentimes revolves around altering the body: weight loss, fat loss, muscle building and toning are goals for many. Coaches usually form a close relationship with their client. Through coach communication and modeling, they have a great impact on how the client may feel about themselves. The planning phase of my research started from my own experience as a coach coaching mainly female clients many of whom are dissatisfied with their appearance. The driving question in this research for me personally was: how can I to best of my ability support my clients in forming a positive body image while we work together? What are the things that I need to take into account and what have I missed before in my coaching career? How could my colleagues learn from this research? As no concentrated program for personal trainers was available, this research makes an effort in creating one.

The aim of the current study is to present the planning, implementation and evaluation of a ten-session coaching program designed to promote positive body image in a small group of female participants with an average age of 35,5 years (n=4). A small group setting was chosen to be able to inspect the effects of peer support and group dynamics on the acceptability of the program. This study is a mixed method action research case study. The results are drawn from qualitative data including interviews with participants and the coach and researcher's journal. Also a feedback questionnaire evaluating the program was filled out by the participants. With the knowledge of the feasibility and acceptability of the program, the results of this study can be used as a whole or in part in personal training contexts with female clients. The program is formed out of several components drawn from the current literature concerning body image, sports and exercise and coaching.

1.1 Body image as a concept and self-objectification in women

Body image is a multifaceted concept and the exact definition of it varies with the aims of the particular research. Generally speaking however, body image refers to the perceptions, feelings and thoughts that a person has about his or her body (Grogan, 2006). Being unsatisfied with one's body is a common phenomenon. The prevalence of body dissatisfaction is a problem with both sexes but women seem to feel the negative effects even more profoundly. In their study of 52 677 heterosexual adults, Frederick, Peplau and Lever (2006) discovered that women were generally less satisfied with their bodies than men were. In the study, women rated themselves more unattractive and vastly more unlikely to feel comfortable wearing a bathing suit than men were. This was true for the participants in all weight categories.

There are plenty of studies that confirm that women are affected by thin body ideals at a very early age through media such as the television (Anschutz, Spruijt-Metz, Van Strien and Engels 2011; Lev-Ari, Baumgarten-Katz and Zohar 2014; Harrison, Hefner 2006; Ricciardelli, McCabe 2001). In their research, Anschutz, Spruijt-Metz, Van Strien and Engels (2011), studied how showing television clips that emphasized the thin ideal to 9-12 years old girls impacted on their body ideals. The results were gloomy and validated previous research on the topic. The girls in the age group of 11-12 years old (preadolescent group) wanted to be thinner after seeing the thin ideal clips. They also expressed greater body dissatisfaction after seeing the clips.

In their study named "Mirror mirror on the wall: How women learn body dissatisfaction", Lev-Ari, Baumgarten-Katz and Zohar (2014) express a view that media is not the only factor in this process but only partially to blame. In their literature review, they raise the notion of objectification theory by Fredrickson and Roberts (1997) which has gained wide support in its claim that Western women are continuously objectified and socially educated to internalize the idea that their appearance is constantly weighed against other women. Women learn from an early age that they in themselves are not valuable but only have value in the eyes of others through their bodies and how it is seen by other people. The authors then make a note that

objectification theory has since gained scientific support in explaining the rising numbers of eating disorders amongst women in Western societies in recent decades.

Tiggeman and Williams (2012) explain that self-objectification will vary across women with the degree that they have internalized self-consciousness and body monitoring. Also, the researchers add that self-objectification will generally lead to less advantageous outcomes during lifespan. These include decreased awareness of internal bodily states and decreased experiencing of peak motivational states. Tiggemann and Williams found strong evidence supporting objectification theory.

Lev-Ari, Baumgarten-Katz and Zohar (2014) compared how close relationships with other women have an impact on a woman's body image and its development. They tested how women compare their bodies to those females closest to them: sisters, mother and best friends. The authors concluded that women as a whole tend to choose comparison figures in their life that are thinner than they are. The end result is that most of the time women consider themselves heavier and less attractive than these comparison figures and as such are constantly feeling dissatisfied with their bodies. This is affected by the thin-ideal of Western societies.

1.2 Why is body satisfaction important?

But why does body satisfaction matter? That question was asked by Neumark-Sztainer, Paxton, Hannan, Haines and Story (2006) in their study about five-year longitudinal associations between body satisfaction and health behaviors in adolescent females and males. They found that lower body satisfaction has an adverse effect on health behaviors. Low body satisfaction was associated with binge eating, unhealthy weight management behaviors and less physical activity in adolescents. Thus, the researchers indicate that low body satisfaction does not act as a motivator to change behavior to be healthier in the long run.

The same conclusion was reached by Grogan (2002). Although "feeling fat" can motivate people to move more at first, it can also act as a barrier to start or continue

exercising in the fear of revealing a body that doesn't fit the ideal body type of sports cultures. Grogan also presents research in favor of peer-support when designing interventions to promote body satisfaction. Additionally, according to Grogan, in Western societies, overweight people have higher body dissatisfaction than thin people, although there is evidence that the relationship is not always that straightforward. In "Promoting Positive Body Image in Males and Females: Contemporary Issues and Future Directions" Grogan (2010) continues to emphasize the adverse effects of body image concerns presenting that even minor concerns about body image lead to exercise avoidance in women.

Poor body image is also related to poorer psychological functioning and physical health-related quality of life. High body image dissatisfaction (BID) predicted psychosocial and physical functioning better than Body Mass Index (BMI) did (Wilson, Latner and Hayashi 2013). Consequently, for an individual's psychological well-being and physical functioning it matters more how one views and feels about one's physical body than how much one in fact weighs. This is an important finding and should have ramifications for future interventions and research.

On the contrary, positive body image is related with emotional, psychological and social well-being. Appreciating one's body is a key element in subjectively felt happiness, optimism, life satisfaction and positive affect. In addition to this, in their study of British adults, Swami, Weis, Barron and Furnham (2017) reiterate the results of previous studies, stating that women tended to have lower scores than men on most aspects of body image satisfaction.

1.3 Body image and exercise

Meta-analysis of Hausenblas and Campbell (2009) found evidence that exercise interventions generally improve body image. Although exercising in general brings physical as well as psychological benefits, it cannot be said that those women who regularly exercise are in any way exempt from body anxiety issues. The "why" of exercising matters a lot.

Prichard and Tiggemann (2007) explored the relations among exercise type, self-objectification and body image in the fitness center environment. The researchers point out that female exercisers generally display poorer body image than their male counterparts or female non-exercisers. The study goes on to explain that if the reason for exercising is mainly to lose weight, improve body tone or gain attractiveness, female exercisers may become more dissatisfied with their physical self the more they exercise, no matter the health and fitness benefits. The research also presents findings that exercising in a fitness center environment with mirrors, motivational posters and other people to compare oneself in, is an objectifying environment. It thus has detrimental effects to a healthy body image development and will increase self-surveillance compared to people who exercise elsewhere. Furthermore, fitness classes that treat the body as a moldable object, tend to increase worry about one's body. The research also points out that women who do a lot of cardio based exercise in fitness center contexts, generally tend to have lower body image because the target of the exercise is simply to lose weight. In contrast, workouts that focus on the necessary functions of the body such as strength training or mind-body connection such as yoga, may yield more favorable results.

Mirrors may negatively affect sedentary women's feeling states as found by Ginis, Jung, Gauvin, Lise (2003). The researchers found that sedentary women experienced detrimental effects on mood when exercising in front of a mirror compared to a group that faced a mirrorless wall. The effect was negative to women with minor or large body image concerns.

Furnham, Badmin and Sneade (2002) confirmed all of their research hypotheses. Women generally want to be thinner, as men would like to be bigger and more muscular. Also, those with low scores on body satisfaction, have lower self-esteem. Finally, if the reason for exercising is gaining attractiveness or getting thinner, it is usually linked with disordered eating and low self-esteem. On the other hand, more positive reasons for exercising such as mood, improving fitness levels or enjoyment, predict high self-esteem and are not in relation to disordered eating.

Hurst, Dittmar, Banerjee, and Bond (2017) presented in concordance with the aforementioned objectification theory that women in the Western, individualized culture are more likely to feel guilt and shame in the exercise context because of objectification of their bodies. Also in this study, the results indicated how important it is to be intrinsically motivated to exercise: to move because it makes one feel good. Exercising because one felt guilty not doing so, led to increased body anxiety in women in this study. The researchers concluded guilt to be the leading pathway to negative associations in exercise, even more so than any other external pressures.

According to research, it matters somewhat what type of exercise one chooses to do, if one is expecting to see body image satisfaction increase. In the literature there is support for strength training, for aerobic training and also yoga. In a study from 1992 "Effects of Weight Training on the Emotional Well-Being and Body Image of Females: Predictors of Greatest Benefit" Tucker and Maxwell (1992) concluded that female trainers that had participated in the weight training group had higher general well-being scores and better body image than the control group. It's of course noteworthy that the control group didn't do any prescribed exercise. The same conclusion was reached in Williams and Cash (2001). The researchers emphasized that a combination of fitness-enhancing activities and cognitive behavioral body image therapy could be successful for people with existing body image concerns.

Furthermore, in a more recent systematic review of the effects of resistance training on body image, Santabarbara, Whitworth and Ciccolo (2017) also found support for the view that lifting weights (resistance training) can improve multiple aspects of body image, appearance evaluation and social physique anxiety.

Female exercisers seem to benefit from a strength training program that focuses more on physical function. Santabarbara, Whitworth and Ciccolo (2017) support this view and they also indicate that male exercisers improve their body image when the training program is devised to increase muscle size. The researchers also make an important note stating that sports coaches and fitness professionals should have insight on how to identify and manage clients with body image issues and know when to refer them to

mental health professionals. Out of the 11 studies included in the review, only three were of high quality, so more research in the area is still needed to corroborate the results of this meta-analysis.

Another interesting angle on the strength training versus aerobic training -discussion comes from Anderson, Foster, McGuigan, Seebach and Porcari (2014). In their study of 25 sedentary adult men the researchers were trying to find out whether a six week training program would improve subjective body image ratings. The participants were divided into strength, control or aerobic group. The six week training program did not change self-rated or panel-rated appearance scores.

However, there are reservations concerning this study, such as the method used to evaluate body attractiveness using photographs of the participants pre- and post-training rather than asking them how they felt about their body. Six weeks is not enough time to make noticeable physical changes in body shape on an objective scale. Drawing one's attention too much on the appearance and on looks only, may trump further incentive to keep exercising and may prohibit deriving intrinsic motivation and pleasure in the act of being physically active itself. Body image is so much more than simply how one objectively looks.

What's more, it is of great importance to take into account the social norms and socializations that women in Western societies are affected by. Martin-Ginis, Strong, Arent, Bray and Bassett-Gunter (2014) explored whether an aerobic based training program or a strength based training program would yield better results in improving social physique anxiety and self-evaluations in physical appearance with young women. As was expected from previous research, both types of interventions produced positive results on social physique anxiety and appearance evaluations. However, in this research, aerobic training group reported higher scores in both aspects. This study would thus lead to the direction of favoring aerobic exercise such as running on a treadmill to improve women's body image.

It is extremely important to note that in this study, women reported that "feeling thinner" was correlated to improvements in social physique anxiety and body image without actual changes in body shape measurements. As Martin-Ginis, Strong, Arent, Bray and Bassett-Gunter also suggest, this is expected as women are generally socialized to believe that thinner is better. The results of the study may be favorable to aerobic exercise simply because the participants in the study believed that aerobic exercise (rather than resistance training) is the way to achieve their ideal body type. It is for further research to reveal whether a similar type of intervention study would produce similar results if the training program was paired up with educational material about body functionality and awareness and acceptance exercises.

In a meta-analytic review of stand-alone interventions to improve body image (Alleva, Sheeran, Webb, Martijn, Miles 2015) the researchers stated that improvement in body image in stand-alone interventions is usually small. Twelve techniques were effective in improving body image. First of all, discussing the role of cognitions in body image and teaching monitoring and restructuring of cognitions. In addition, addressing how one talks about one's body and changing the tone from negative "fat talk" to a more positive approach. Also, guided imagery, exposure exercises, size-estimate exercises and learning adaptive coping strategies to deal with challenges and setbacks have a positive effect on improving body image.

1.4 Focusing on body functionality protects women from body dissatisfaction

There is an increasing body of research showing that focusing on body functionality rather than on its appearance only can have advantageous results for women. In their study, Alleva, Martinj, Van Breukelen, Jansen and Karos (2015) devised a program for women with pre-existing body image concerns that was aimed at reducing self-objectification by concentrating on body functionality. In this study no physical training was done but the program was based on multiple writing assignments that focused on reflecting the different ways a human body functions. Compared to the control group, the women that reflected on body functionality had higher scores in body appreciation during and after the study.

The research was taken further in 2018 by some of the same researchers. In this randomized-controlled trial Alleva, Diedrichs, Halliwell, Martinj, Stuijzand, Treneman-Evans and Ramsey (2018) studied British women in a larger sample and also followed the participants' body image post-study. The results of body functionality exercises were as favorable to women's body image as before and the results also remained one month after the intervention ended.

Similar results are shown by Rubin and Steinberg (2011) whose research concentrated on pregnant women. In their study Rubin and Steinberg wanted to know if body appreciation during pregnancy could protect women from the harmful effects of high body surveillance and self-objectification. They found that depressive symptoms were closely linked with high body surveillance and these in turn were associated with unhealthy prenatal health behaviors. More importantly, they found that appreciating how the body functions lead to less body surveillance and less depressive symptoms during pregnancy. In this study however, there was no intervention or aim to change the women's ideas about their body. As such it cannot be said whether these sorts of exercises would produce favorable results on women's body image in general.

Also, Mulgrewa, Stalleya and Tiggemann (2017) reached similar results in their study about functionality and body satisfaction. In their study, writing assignments on body functionality and body appearance had immediate positive effects on the female participants' body image. This is interesting, since according to this study, reflecting positively about one's appearance has positive effects on body image as well. However, the effects were negated when the women were shown idealized media imagery.

1.5 Fitspiration and social media imagery

There exists a large body of research indicating what Mulgrewa, Stalleya and Tiggemann also found – that pictures in the media at large and in social media have a negative effect on women's body image. Many women who exercise regularly, have a tendency to view social media accounts of fit women to get inspired and increase their

motivation to train. According to increasing numbers of recent research, this may not be advantageous to women's body satisfaction.

Prichard, McLachlan, Lavis and Tiggemann's (2017) recent research concentrated on the "fitspiration" trend. They found that exposure to fitspiration images lowered the female participants' mood and body satisfaction. In this study it didn't matter whether the woman in the picture was exercising (for example squatting) or posing in a neutral position. The researchers recommend that women should limit their exposure to these pictures in posting them and viewing them.

This result was backed up by previous research from Tiggemann and Zaccardo (2015). In this study too, social media fitspiration images lowered to mood and body satisfaction of female college students. This goes to show that pictures of fit women have the same mood and body satisfaction hampering effect that thin-idealized pictures have.

In their study of "The effect of viewing ultra-fit images on college women's body dissatisfaction" Homan, McHugh, Wells, Watson and King (2015) also determined that exposure to pictures of ultra-fit models increased body dissatisfaction.

Also Fardoulya, Pinkusb and Vartanian (2017) corroborated previous research in their finding that women compared themselves to other women more on social media than in any other media platform. However, most comparisons between women were still done in real-life situations. Upward comparisons were most common and resulted in decreased mood. Also thoughts about dieting and exercising increased, especially after upward comparisons in social media. According to the study, women reported ideas of restricting food intake and increasing exercise after comparing themselves to other women.

Although the study doesn't take a stand whether this is beneficial to women's health or not, it is good to remember that exercise that is intrinsically motivated leads to better mood, body satisfaction and health behavior change in the long run.

The exception to this trend of research is a study by Slater, Varsani and Diedrichs (2017). The researchers wanted to find out whether self-compassion quotes linked with fitspiration images would produce more favorable results on body satisfaction than mere fitspiration pictures tend to do. The research goes on to propose that including self-compassion could be the key to mitigating the negative effects social media and fitspiration images. Also, Braun, Park and Gorin (2016) found preliminary evidence that self-compassion and treating oneself as a loved friend, acted as a protector against poor body image and eating pathology in a review across 28 studies.

These studies have important implications for future body image research and applications. Keeping in mind that the measurements and applications of body functionality have been somewhat different in each study. Pairing body functionality reflectional exercises with the right type of physical training could produce favorable results in body image and body satisfaction for women in personal training and wellness coaching contexts.

1.6 Coach communication, behavior and modeling with female athletes

Another aspect of coaching that is significant is how the coach behaves and acts around his/her clients. In their qualitative study of female college athletes Coppola, Ward and Freysinger (2014) interviewed female athletes about healthy sport body image and how their coaches either contributed to that or not. According to this study, the athletes found it important that the coach models healthy behavior and healthy body image. What the coach does and how the coach uses language around delicate issues such as body weight and appearance plays a big part of the development of healthy body image in female athletes.

Also, coach's comparisons and body criticisms were not appreciated by female athletes and not contributing to healthy sport body image. Another important aspect that can also directly be applied in the coaching of the general population is whether the coach uses body fat and weight measurements to measure success. The athletes in this study

felt the coach facilitated healthy sport body image if the athletes could choose whether or not to participate in weigh-ins and body fat measurement taking.

In the same vein, Becknera and Record (2016) too researched how coach communication influenced female athletes' body image and health choices. The results are similar to Coppola, Ward and Freysinger (2014). The way the coach communicates body image and weight issues has a direct effect on the stress levels and anxiety of the female athlete. Also, many female athletes found it stressful and unhealthy to be thinking about weight all the time. Female athletes also stated that the coach's opinion or the way she/he acts has more influence on them than what the nutritionist or other professional in their team has to say regarding body image and health behavior. This is because of the close and intimate relationship between an athlete and her coach. In this study, the female athletes also felt they were receiving contradictory messages about their bodies and what they as women should look like: the thin ideal from the media as well as the muscular, athletic type from their personal sport environment.

Also Norman (2015) studied the particularities of coaching high performance female athletes. She found that female athletes prefer a personal approach to coaching that includes a positive angle to coach-athlete-communication. Motivating and encouraging communication is preferred to distant, autocratic or sexist coach talk. Although not directly linked to body image this study gives important insight into how women like to be coached overall.

Although these studies were about athletes and very little research has been done in personal training and coaching context, it is reasonable to assume that exercising women in the general population would benefit if their coaches would appreciate the modeling effects of their behavior on the body image of their clients.

In their article "Attention to fat- and thin-related words in body-satisfied and body-dissatisfied women before and after thin model priming" Tobin, Sears, Zumbusch and Ranson (2018) discuss the cognitive processes that guide body dissatisfaction. The results of their study showed women who are dissatisfied with their body, tend to attend

more to fat- and thin-related words than the control group. In their discussion part, the researchers state that: "For body-dissatisfied women, both fat- and thin-related concepts appear to be incorporated into negative weight-related schemas, and the processing of any weight-related information is affected by these schemas."

This backs up the notion already presented in this review. If a female client is dissatisfied with their body, it is not beneficial to put too severe of an emphasis on physical measurements. Any information related to weight might be interpreted negatively. This also indicates that a coach should be aware of language use with body dissatisfied clients and possibly refrain from emphasizing weight or body fat as measures of success or progress. Instead, other types of measurement tools could be used to assess progress that are not related to physical appearance but to physical functioning. Such measurements could include strength increases, mobility and flexibility, recovery, sleep, energy levels, eating habits and food quality.

1.7 Goal setting

In the context of personal training and wellness coaching goal setting is a standard procedure. Goal setting can be a powerful motivational tool in changing behaviors in sport and any life domain. Locke and Latham are the pioneers in this field and their seminal study in 1990 "A theory of goal setting and task performance" has since become the guiding work in the field. According to Locke and Latham (1990) effective goals are set with the following principles: clarity, challenge, commitment, feedback and task complexity. However, with body dissatisfied clients it could prove meaningful not to set too strict goals related to weight or body fat percentage.

1.8 Mindfulness, bodily knowledge and body image

Women are constantly comparing their bodies to that of other women. The consequence of that is high body surveillance which leads to lowered mood and body satisfaction as already mentioned regarding the study of Rubin and Steinberg (2011) about pregnant women. There is increasing evidence that mindfulness can be extremely helpful in

lowering the amount of body surveillance and being acceptive of one's thoughts. In their article "Examining a model of dispositional mindfulness, body comparison, and body satisfaction" Dijkstra and Barelds (2011) found that women who are more mindful, are more satisfied with their body. The definition of being mindful in this study is somewhat unclear but a questionnaire was used with a scale that "assessed mindfulness towards one's thoughts and feelings by means of 10 items such as 'I try to notice my thoughts without judging them' and 'I can tolerate emotional pain.'" This suggests dispositional mindfulness to mean awareness of own thoughts and resilience to emotional pain.

Dijkstra and Barelds also state that individuals who were more dispositionally mindful in their lives, were less likely to engage in body comparisons. According to the article, social comparisons are mindless and automatic behaviors which means they could be scaled down by being more mindful in one's life.

Cox, Ullrich-French, Cole, and D'Hondt-Taylor (2016) studied if exercise that included mindfulness, as way to draw attention away from how the body is looking and more into the body's functions and sensations, could reduce self-objectification and improve body image. In this study yoga was used to see whether changes occurred during an 8-week intervention with male and female participants. The researchers found that being more mindful during exercise may be a good way to lower self-objectification and support intrinsic motivation to exercising. When the focus is not on how one looks but on how one functions and is able to breathe during exercise seems to produce good results on body image too. Similar results about yoga practice were found by Tihanyi, Böör, Emanuelsen and Köteles (2016).

Another interesting aspect to mindful exercise is that of bodily knowledge by Parviainen and Aromaa (2012). The researchers argue that in sports sciences a lot of importance is put on body measurements, muscle mass and other physical qualities. This does not necessarily help in knowing one's own body, in interpreting its sensations or in creating a foundation for positive body image. Parviainen and Aromaa argue that

only through active training and help from dialogue with training partners and coaches can individuals access their bodily knowledge.

Pearson, Follette and Hayes (2012) found support for acceptance and commitment therapy (ACT) when dealing non-eating-disordered women and their body image concerns. ACT is a broader concept than just mindfulness but also uses mindfulness and present moment awareness exercises at its core. They also make a note about body image concerns being many times of subclinical nature, something that women generally suffer from throughout their lives and that these concerns generally are not being treated. According to Pearson, Follette and Hayes, although not a formal, or a clinical disorder, body image concerns create a lot of psychological distress and anxiety to women. Most treatment and interventions are aimed at young people in the attempt to prevent future eating disorders or to already clinically sick people suffering from a formal eating disorder.

In this study, the participants who took part in the one day ACT-workshop showed significant reduction in body-related anxiety and increased acceptance compared to the control group. In ACT the therapy consists of the following parts: creative hopelessness, control as the problem/willingness as the solution, mindfulness and acceptance, values clarification, barriers to values, and committed action. Although ACT as such is not applicable in the personal training and wellness coaching contexts, there is evidence that being more mindful in one's life can have positive impacts on body image and body satisfaction.

In conclusion, although a lot of research exists about body image and body dissatisfaction in general and it's prevalence with women in Western societies is a well documented phenomenon, there is currently no research about developing a program supporting healthy body image especially in the personal training and coaching contexts. Therefore it is the purpose of the present study to create such a program, implement it with female trainers and evaluate its feasibility and acceptability.

2 PURPOSE OF THE STUDY

The purpose of the study was to:

- 1) Plan a positive body image promoting exercise and coaching program for women adapting current research about body image and body satisfaction, female athletes, coach communication and modeling, exercise and mindfulness to a personal training setting.
- 2) Implement the program together with a coach for the participants
- 3) Assess the feasibility and acceptability of the program

3 METHODS

3.1 Research design

This study was a mixed-method action research case study testing the acceptability and the feasibility of the program. Action research is a method in which firstly, a problem is identified within the environment. Next, an action plan or an intervention is planned to

improve on the issues uncovered. Then, an iterative process of learning and enhancing the intervention is conducted. Action research is commonly used within the researcher's own, familiar environment (Moghaddan, 2007). This fits the current study as the researcher herself is a coach with mostly female clients and had identified women oftentimes experience body dissatisfaction. The case in this research was one group of female weight trainers and the group's coach.

Additionally, the purpose of the study was to gather information on the feasibility of such a program and develop it further with the knowledge gained. The aim of a feasibility study is to find out whether an intervention has the possibility to work in real life settings. Evaluation of resources needed as well as the acceptability of the program are important parts of establishing feasibility (Orsmond; Cohn, 2015).

Lastly, acceptability studies focus on the reception of the program from its participants. The acceptability of an exercise intervention is important, as it has implications on how well the participants are going to utilize the skills and knowledge acquired during the program in the future. If a program has low acceptability among its participants, it can lead to lower adherence to the recommendations and thus lower program effectiveness overall. It also communicates to the researcher that modifications to the program need to take place (Sekhon; Cartwright; Francis, 2017). The response from the participants in this study was received through qualitative interviews and through an acceptability questionnaire which was modified from a previous study (Hankonen et al. 2017). Lastly, the feasibility of the study was assessed through the researcher's journal and the interviews.

3.2 Participants

There were 4 female participants in the study and a male coach that was responsible for the personal training of the participants. The mean age for the women in the study was 35,5 years ranging between 33 and 46. One of the participants can be described as physically very active. Others were recreational exercisers or not very active. One out of the four participants had no prior experience in weight training, others had some

previous knowledge or had had personal trainers in the past but were not currently training regularly. The participants were able to attend all the ten sessions. In this study there were no drop-outs.

3.3 Background of the researcher

I as a researcher carried out a double role acting as an observing researcher and as a coach for the body functionality and discussion exercises. I also designed the exercise program together with the coach. Additionally, I devised the educational material for the coach. For this purpose, it is important to explain the background of the researcher shortly. I am a personal trainer and a wellness coach and have worked as an entrepreneur in the wellness and physical exercise field in Finland since 2012. In my current Master's thesis studies in Jyväskylä SportPro-program I have studied sport and exercise psychology and have conducted a 270 hour internship as a wellness coach at Firstbeat Technologies. There I worked with real clients in areas of exercise motivation, health habits, motivational interviewing, goal setting and practical exercise and nutrition advise. I have since continued working at Firstbeat during my studies. I felt I had a good understanding of the physiological as well as psychological effects of the training program I chose to create.

In my coaching career I have taken multiple courses on mindfulness and meditation and studied stress physiology and psychology as a part of my work and as a part of my personal training studies. In Jyväskylä University I have studied Acceptance and Commitment Therapy (5 ECTS), Stress and Coping (3 ECTS) and Intercultural Interaction Skills (3 ECTS). I thus felt confident enough applying the body scan and breathing exercises as well as the interaction exercises for the participants within the program.

I made the decision to have another coach train the participants through the strength training sessions so I would be able to observe and learn better about the feasibility of the program, the interaction of the group and coach communication. However, I chose to carry out the writing and discussion tasks about body functionality and body

acceptance. The reason for this was for me to gain experience, get to use the skills I have acquired in my studies in Jyväskylä and to be able to evaluate the acceptance and feasibility of the exercises in a small group in a real life context.

3.4 Participant recruitment and selection

Jaakko Savolahti acted as the coach in the program. Mr. Savolahti is a friend and colleague of the researcher. I tried to find a contact from my coach network in Helsinki who would be willing and able to participate in the research. All of the coaches I know have very busy schedules, so the only selection criterion was that the coach was able to find the time to participate. Negotiations with Mr. Savolahti were started early in the fall of 2018 and finally timetables were arranged so that he was able to join the research.

Participants were recruited through a Facebook advertisement on the researcher's and coach Savolahti's Facebook pages and on the researcher's Instagram page. Participants were recruited to a personal training -group with the additional information that while in it, they would also be participating in a research project about promoting positive body image. The coaching fee for the participants was 297 €.

Thirteen candidates presented themselves for the study. Two candidates cancelled their enrollment within the first 24 hours. One because of work scheduling conflicts and another because of further reflection on their ability to participate after a work related burn out. For these eleven remaining participants, an email was sent to describe the study and its requirements in more detail. The time requirements were explained as well as the fact that at least part of the sessions would be filmed and photographed. It was explained that none of the photos or video material would be used in other contexts and that no one could be identified from the recorded material. Also, it was explained that the recorded material would be stored in a secure location on the researcher's computer and destroyed after the study was over.

Furthermore, the email asked the participants to describe their life situation and motivation for participating. Lastly, the participants were asked to generally describe if

they were physically able to participate in the prescribed strength training sessions and if they had any reason to believe that they could not participate in a group strength training session where an individualized training program could not be provided.

Detailed criteria for selection were the following: 1) the participants couldn't be familiar to the researcher, her family members, relatives or past clients, coaches or teachers 2) the participants couldn't be former or current athletes or people who already possessed a high skill level when it came to exercise in general and strength training in particular 3) the participants had to be motivated to adhere to the program and be able to participate preferably to all of the ten sessions 4) the participants should be in need of help and coaching in incorporating exercise and specifically strength training in their life. 5) The participants had to be able to attend a group training sessions, which meant that the candidates with serious musculoskeletal system issues would have been screened out. Three people were screened out on the first criterium. Purposive sampling was used to determine four final participants from the remaining eight candidates with the decided criteria in mind.

The recruited final four participants were informed by email within the first week of the advertisement being published. The four remaining women were asked to stay on a waiting list in the case of someone pulling out of the study on last minute. In the end, none of the people on the stand-by list were recruited in the study.

The group was four people because of the researcher's former coaching experience in her own coaching company. Four is big enough for the participants to find strength and encouragement from the group but small enough so that cliques are not formed as easily. Additionally, the coach is still able to give individualized coaching for such a small group. And lastly, a bigger group would have been difficult to justify to a training facility offering the space since they would have their own clients training at the same time.

3.5 Initial meetings with the participants and the coach

An initial meeting was set up between the researcher and with all of the four participants on the 28th of September and on the first of October 2018 in a café in Helsinki. The researcher met each participant individually. The purpose of the meeting was for the researcher to meet the participants, once again explain all the study requirements, acquire the participants' signature on the research consent form (Appendix A), present the participants with a personal training -agreement (Appendix B), present the wellbeing follow up instrument and goal setting form used in the study and to answer any questions that the participants might have had before beginning of the program. The purpose was also to gain information about the exercise habits of the participant, their general health and wellbeing status and if they had any health condition that should be taken into account in the planning of the strength training program or that could present a barrier for attending in the study.

In addition, the meeting was designed so that the participants had a chance to speak freely for as long as they wanted about their life story, what expectations they had about the program, what had led them wanting to participate and why they felt they needed to enroll in the coaching program. The purpose of this was to create a trusted and safe environment between the researcher and the participants and make the women feel that the researcher and coach Jaakko Savolahti were knowledgeable about their specific life circumstances before the start of the program. Furthermore, the aim was also to make the first meeting during the actual program efficient. Since the participants had been actively listened to in the initial meeting, there would be no need to discuss expectations or health issues during the first training session and the program could start swiftly with introductions and strength training instructions.

Additionally, the participants' exercise background was talked through in more detail, the researcher also asked questions about the suitability of the coaching timetables and confirmed that participants were able to fit strength training in to their weekly routines. All of the participants were able to agree to two weekly strength training sessions, one

with the coach and one independently either at home (with the researcher's special instructions for body weight training) or at a commercial gym.

The initial meeting provided valuable information on the women's motives for participating. The meetings lasted from 30 to 60 minutes. Three out of four women said that they had had an experience of burn out or exhaustion in working life within the last year or so. The participants stated that this experience had made them explore their true values and realize that it was time to start putting themselves and their wellbeing first. Two out of four participants stated that their main motivation for participating was that they were fed up with feeling bad about their body, trying to be small and lose weight and that they wanted to feel strong and empowered by starting strength training. On the other hand, two women were primarily interested in improving their training techniques at the gym and were excited about getting expert coaching. Some of the participants had had coach Jaakko Savolahti devise a training program for them in the past. All of the participants stated that the coaching came at the exactly the right time for them. Finally, permission was granted from the participants for the researcher to share the relevant information from the meeting also to coach Savolahti.

An initial meeting with coach Jaakko Savolahti was arranged on the 5th of October, two weeks before the start of the actual program. The coach was provided with written coach communication instructions (Appendix C), however, it was important to discuss the requirements face to face and explain the study purpose in more detail so that the coach was confident enough to embark on the study.

In the meeting the training program designed by the researcher was presented to the coach and the coach was free to ask any questions related to specific movements in the program that might have been unknown or needed clarification.

Additionally, short verbal introductions about the participants were given. These included mainly their health status, goals and things that might need further attention when the participants were training.

As the coach is a friend and a colleague of the researcher so communication and meetings were informal in nature and could be easily arranged.

3.6 General description of the program

The coaching program was named "Vahvanainen" which directly translates to "Strong woman". The coaching program was conducted entirely in Finnish. The goal of the program was to support positive body image by encouraging women to train with weights and focusing on body functionality rather than appearance. The program consisted of weight training and writing and reflectional exercises. No fitness testing or nutritional advice were included in the program.

The program lasted for 10 weeks, 12.10.-21.12.2018, with a guided coaching session once a week. The 10 weeks duration was formed out of several practical and research driven reasons. First of all, more than a few sessions is needed for a trust to be formed between the coach and the clients. Secondly, learning new skills and movement patterns takes time as does strength building. Thirdly, more than ten weeks would have been harder to arrange due to the coach's and researcher's schedules and gym availability. The eight weight training sessions lasted for approximately 55 minutes each and the writing and discussion sessions lasted for 90 minutes. In addition there was an initial meeting with each participant lasting from 30-60 minutes. The cost of the program for the participants was 297 € which covered the costs of the rental of the gym facility in Helsinki. The rest was allocated as compensation for the coach for his time and travel expenses. The researcher did not receive any compensation.

General structure of the program was as follows:

1. Initial meeting, 30-60 min

- Participant background information

- Participant exercise history and health status
- Handing out goal setting and wellbeing instrument pdfs
- Going over the research requirements
- Time for questions, getting to know the participant and general discussion
- Research permit signatures

2. First training session with coach Savolahti, 75 min.

- Ice breaker -exercise lead by the researcher
- Creating group guidelines -exercise lead by the researcher (Appendix D)
- Warm up, mobility check ups and training program run through

3.-5. Training sessions with coach Savolahti

6. Body functionality writing and discussion session with the researcher, 90 min

- Welcoming the participants to the session, discussing how the program feels so far with each participant, 15 min.
- Body functionality and body acceptance writing exercises 25 min. (Appendix E)
- Discussing the assignment as a group 35 min.
- Going over how the program is going to continue, disseminating home work assignments for body functionality, 15 min.

7.-10. Training sessions with coach Savolahti

11. Discussion and goal setting session with the researcher, 90 min.

- Welcoming the participants to the session and a "How I'm feeling today" -exercise with post-its
- Discussing the homework assignments about body functionality
- Discussing goals set for the program and setting new ones for the future

3.7 Data collection and analysis

A mixed-method data collection was used included field notes, researcher's journal, qualitative interviews of the participants and the coach (Appendix F). Also an acceptability questionnaire (Hankonen et al. 2017) was collected from the four participants (Appendix G). The form was anonymous and consisted of a numeral scale from 1-7 (1= totally disagree and 7= fully agree) and a chance to give written feedback on the program in general. Video and photo material was collected for memory support but not analyzed for content. Qualitative analysis was used as a main analysis tool because participants were only four.

In the analysis a comprehensive description of the program and its components was first established. This was because the program is novel and research on positive body image supporting personal training is scarce. For the trustworthiness, repeatability and further development of the program it was important to be detailed in describing the components. Additionally, the responses to different components from the participants were included in the description since the acceptability of the program was one of the research questions.

Secondly, content analysis of the participant interviews was done with Atlas.ti qualitative data analysis and research software. As stated by Flick (2014) empathic interpretation of the data tries to take the data as it is and derive meaning from it as such. This type of interpretation of the data tries to understand the phenomenon from the inside rather than looking at it as an outsider. Three meaningful themes were obtained from the qualitative data which consisted of interviews and the researcher's journal.

The research chose not to use validated body image or body satisfaction measurement questionnaires with the participants. This was done in order to avoid drawing unnecessary attention to body image concerns or to create an environment where the participants would feel they are evaluated or observed on that account. The purpose

after all was not to measure if body satisfaction would change but the test the feasibility and acceptability of the program as such.

3.8 Ethical issues

The participants signed a consent form (Appendix A) in the beginning of the program. In it, it was stated that if for any reason the participant would not like to continue in the study, they could withdraw at any time without explanation. The use of the data collected as well as the time requirements for the participants were explained and also clarified in the initial meeting. It was explained that all the video and voice recordings and photo material would be stored in the researcher's locked computer file and would be destroyed after the research and possible further publications have been finished.

Confidentiality of the participants has been secured throughout the process by assigning numbers to interview transcripts so as to not use real names in the data analysis phase.

As the researcher was known for some of the participants through social media, a familiarity was established before the program began. In addition, the researcher is a good friend with the coach. This made the implementation of the program components effortless as the coach and the participants were very receptive to new information and trusted the researcher from the beginning. The researcher also did her best to nurture a warm, friendly and trustworthy environment throughout the study. A regard was kept as to the timetables of the participants as much as was possible. Furthermore, the voluntary nature of the exercises and homework was emphasized throughout the program.

Additionally, the researcher paid extra effort to create a professional and discreet environment as sensitive issues such as personal history, health information, body weight and body satisfaction issues did come up during the program. The environment where these discussions were had was designed to be calm and reserved for the group only. Also here, confidentiality was of utmost importance. Additionally, friendship with the coach could not act interference or be overtly displayed during sessions where both the coach and the researcher were present.

3.9 Quality of the research

The most commonly used criteria for assessing the quality of qualitative research are from Lincoln and Guba (1985) and mentioned by Houghton, Dymna, Shaw, Murphy in their article about the quality of case study research (2013): credibility, dependability, confirmability and transferability.

Firstly, credibility is depicted by a believable manner of doing research as well as being able to show the credibility of the research. According to Houghton, Dymna, Shaw and Murphy (2013) these require the researcher to spend enough time in the field to grasp the full extent of the phenomena. In this case study, there were eleven sessions when the initial meeting is included. The researcher spent altogether nine sessions with the group either observing the training sessions or carrying out writing exercises. Of those sessions that the researcher was not attending, the coach gave detailed descriptions over the phone. At the end of the program, no new observations were recorded in the researcher's journal which testifies to the achievement of saturation. Furthermore, according to Houghton, Dymna, Shaw and Murphy (2013) triangulation i.e. multiple ways of gathering data is important to make sure the data is complete. In this study a mixed-method data collection was utilized for this purpose and similar themes emerged from participant interviews as well as from the researcher's journal.

Secondly, dependability and confirmability refer to the stability, neutrality and accuracy of the data. According to Houghton, Dymna, Shaw and Murphy (2013) this means that an audit trail should be established in which the process and its end-results are accurately described. In this study, this is achieved by keeping a researcher's journal and providing detailed description of the program. Lastly, the literature review provides justification and background into the selected program components. In SAGE's handbook for qualitative analysis, Flick (2014) poses a valid question about the confirmability in qualitative studies: "Does the interpretation belong to those who have generated it or to those whose words and actions have been interpreted?" The findings from interviews should present the ideas and thoughts of the participants, not the researcher's. In this study, the researcher tried to secure confirmability by collecting

data in multiple ways rather than relying on only observations and the researcher's journal which will always present my interpretations only. Interviews from participants and the coach were conducted to confirm or belie my observations and offer a richer outlook. Also a feedback form with numeric as well as anonymous written responses was collected to offer yet another device of gaining accurate feedback of the program. To this end, my own researcher background is also described to provide transparency into the researcher's inevitable biases.

Lastly, transferability refers to findings being transferable to another similar situation without losing the meanings from the original study. It is important for the researcher to provide extensive descriptions of the work done so that another person can honestly decide whether the findings are applicable to their context. In this study a detailed description was provided as well as a description of the participants and their selection criteria to make it easier for the reader to establish whether the program could be conducted in other contexts. This study was a concentrated effort to support positive body image in female personal training clients. The researcher's view is that any of the program components can be transferred individually to personal training or coaching contexts without having to fully adopt the program as such.

4 RESULTS

4.1 Program components

The program consisted of nine main components that are described in detail. The feasibility of the individual components are reviewed here based on the researcher's experiences noted on the researcher's journal. Acceptance is reviewed by participant feedback consisting of interviews and the feedback form.

4.1.1. Training facility

The training took place at CrossfitCentral, a crossfit gym in Ruoholahti, Helsinki. The location was chosen because of several reasons 1) Coach Savolahti had connections to the gym and he knew the owners 2) The facility had adequate training equipment and enough room for our participants without being a nuisance to the gym's existing clients 3) The location was accessible through public transport in the center of Helsinki 4) The group was able to train there during lunch hours 5) The facility had no mirrors.

This last reason was especially important in this study to allow the participants to focus simply on being present in their workouts and feel connected to their bodies from the inside out rather than having an outward focus on how they look when they are training. Downside of no mirrors is not having the advantage of checking one's training techniques in the mirror, but an experienced coach was able to give cues that helped the participants to start learning how the movements should feel when they are done correctly. The aim of this was to promote the development of bodily knowledge, feeling the movements in the body as sensations and learning from that.

Participants had mixed feelings about the training facility. They appreciated the calmness of the facility and stated that it was easier training there than at their busy home gyms. Thirty minutes of the one hour training time reserved for the group the gym was empty of other groups. They also appreciated the support of the coach and the group during training sessions. At times when more seasoned crossfit trainees visited the gym lifting heavy weights, the participants felt nervous and perceived themselves being novices in strength training.

4.1.2 Trust building exercises and group guidelines

In the beginning of the first session, a fifteen minute additional time was reserved to introduce the participants to each other and to the coach. The researcher carried out an exercise where each of the participants could tell in a few sentences on how they were feeling that particular day. This was done to facilitate the introductions so that they would feel less intimidating. Also, a few sentences limit was set, so that every

participant was allocated approximately the same amount of time to talk. The researcher participated in this exercise by going first and setting an example of what was expected. For the researcher this felt time efficient, fun and most importantly broke the participants' nervousness as many of them described feeling a little anxious.

At the last session in December a similar "feeling" -exercise was introduced. This time, the researcher laid post-it -notes with emojis drawn on them on the floor. The participants were then instructed to choose 1-2 emojis representing how they were feeling that day. Sitting in a circle on the floor, participants were then prompted to show the emojis to others and use them as aid in describing their current feelings to the group. The aim of the exercise was once again to break the ice and start the session in an informal way, giving everyone a chance to speak what was on their mind. At this session, the researcher had prepared tea and laid cushions on the floor to make the atmosphere more comfortable. Since this was the last session of the program and close to Christmas (21.12.2018), the participants exchanged cards and gifts which spoke to the group cohesion and trust that was formed during the 10-week program.

In the first meeting, another exercise was done for creating group guidelines. The coach and the four participants wrote down 1-3 guidelines they wanted the group to adhere to during the ten weeks. The guidelines were written anonymously on post-it -notes and read aloud by the researcher. The group then shortly discussed what they thought of the guidelines and if they agreed with what everyone had written. The guidelines were such as "Mocking oneself is not allowed;" "Let's cheer each other on" or "Let's all be on time". The purpose of the guidelines was to create a psychologically safe environment, to modulate possible conflicts in advance and to make clear what type of treatment everyone expected of each other. The researcher then compiled the post-it -notes that the guidelines were written on and presented a pdf-document (Appendix D) to everyone by email with the guidelines nicely put together for everyone to see and agree on.

In the researcher's view the group responded positively to the creation of group guidelines. The discussion about them was lively and excited and the participants were

fully engaged in the exercise. In the researcher's view this also alleviated the nervousness in the group and helped in creating a feeling of group cohesion.

4.1.3 Breathing exercises

The coaching sessions with coach Savolahti were always started with a quick 2-3 minute body scan session. The first time it was guided by coach Savolahti and afterwards the participants did it on their own. The aim of this was to help the participants concentrate to the training that was ahead of them as all of the participants came to the session in the middle of their workday. Another purpose was to introduce the participants to mindfulness skills and help them be present in their bodies, since research has found it to help lower body image concerns and body surveillance as detailed in the first half of this thesis.

Afterwards the participants carried out a warm up -routine that incorporated foam rolling and dynamic stretching plus a warm up series with weights. After the training session, the participants did a ten breath calming deep breathing exercise lying on their stomach on the floor to lower their sympathetic nervous system activation, enable speedier recovery and mark the end of the training session. In this research breathing was incorporated in a novel way to strength training, similar to what is commonly used in yoga practice. Feedback from the participants on breathing exercises was largely positive. They felt that the exercise which was done post training was easier to carry out since one was already tired. The body scan -exercise was challenging and stressful for some since they felt they were being watched in their own gyms for doing something other than traditional warmup or training. However, one participant mentioned it encouraging her to start doing them at home as a relaxing exercise. According to the feedback, it might be beneficial to modify the exercise in the future to include only post-workout breathing for it to be accessible to everyone.

4.1.4 Wellbeing index and training journal

Since weight and body appearance were not concentrated on, the researcher created another type of an instrument with which the coach and the participants could monitor their advancement. (Appendix H) The participants were encouraged to keep a weekly journal about their feelings and achievements during the week. The purpose of this component was to offer a chance for self-reflection and progress tracking. Also, they were given examples of different areas that they could focus on during the program. Those were the participant's own perceptions of their: mood, energy levels, sleep quality, sleep quantity, regularity of meals, quality of meals, strength, aerobic condition, mobility, general health and wellness. These would be tracked on a scale from 1-10. There was also room to track an additional element that the participant could choose for herself. This could be anything, also weight or body measurements if the participant so wanted. For instance, one participant wanted to track their menstrual cycle to better acknowledge their mood and strength levels and the regularity with which changes in these occurred.

Furthermore, it was advised that the participants keep a training journal where they would track their weights within every training session. This was important so that the participants were able to see concrete progress and on the other hand because keeping a journal enabled making sure that progress is made. It was also advised that the coach keeps reminding the participants to keep the journal and the wellbeing index updated. Some participants felt that more conversation together with other participants and more feedback from the coach would have been appreciated with the wellbeing index as well as the diary entries. Others felt they really benefited from having a diary, thoroughly enjoyed writing it and going back weekly to old entries and seeing all the progress they had made. One participant mentioned that she had the tendency to belittle her accomplishments. For her, the diary and the training journal were essential tools in seeing all the progress on paper. All in all, the need for more conversation and reflection time together was a common theme to emerge in the participant interviews to deepen the significance of the wellbeing index.

4.1.5 Goal setting

Goal setting was done to establish a direction for the 10 weeks ahead. A form for this was created and instructions for goal setting were discussed in the initial meeting. (Appendix I) The participants were instructed to fill out the form at home when they had the time. In the last session of the program, time was devoted to check the goals, revise and discuss them and to create new ones for the future. The participants set long term and short term goals. The purpose of this was to provide a direction after the program ended, to enable the participants to recognize their achievements during the program and their needs for furthering their wellbeing in the future. In these sessions I explained why goal setting was important, that goals should be one's own and not somebody else's, specific yet flexible and revisable.

4.1.6 Body functionality and body acceptance exercises

Two out of the ten sessions were reserved for discussion and writing tasks about body functionality. The body functionality exercises were translated from English into Finnish from Expand Your Horizon -program by Alleva et al. (2015). The focus in the exercises was to introduce the concept of a functional rather than that of an esthetic body and wire the mind to think about our bodies as instruments of action and meaning creation in our lives. The first session was held in the middle of the program. It was expected that at this time the participants would have learned to know each other a little bit better to safely and openly discuss about the exercise.

The focus of this session was to introduce body functionality and carry part of the exercise out with the researcher. Each participant got a handout that lists all of the different body functions by category, such as "Creative functions: writing, painting etc." or "Physical functions: jumping, running etc." The lists were provided for inspiration for writing. They were also mentioned in the participant interviews as very helpful when learning to think about all the functions the body carries out on a daily basis. The participants were asked to write about two categories of body functions and how they

are manifested in their personal lives. A clock was set up for 15 minutes and the participants were instructed not to stop writing until the times was up.

The assignment was then discussed together to provide the participants a safe way to ask questions and share their experiences. The discussion part was not part of the original "Expand your Horizon" -study. The discussion was prefaced with instructions from the researcher that no one was compelled to say anything that felt too personal but that they were allowed to discuss the assignment in any capacity they felt like. In this group, the discussion was very lively and everyone participated. The feeling as a researcher was that this was a very novel way to think about the body. The participants clearly expressed that sharing the thoughts provoked by the assignment was the most important part of the exercise. I had to put a close to the conversation after 90 minutes of session time although it would have for sure continued even further. Three remaining similar tasks were then left for the participants to complete at home if they so wished. It was stressed that the completion of the exercises was completely voluntary and that they would be discussed again in the last session of the program.

During the last session, the remaining exercises were wholly or partly unfinished with most of the participants. Then I once again explained that they were indeed voluntary and that they could finish them later if they wanted. The participants felt that they appreciated the purpose of the exercises, felt that they were important and wanted to finish them but simply had not had time to devote for them before Christmas holidays. More time in the last session was thus allocated in discussing the writing exercises in theory and discussing goal setting and future directions.

During the participant interviews in January 2019, most had finished the exercises. The feedback from the participants was that they really enjoyed the discussion part of the body functionality exercises and that the exercises made them think about their bodies more positively. For one participant, the writing exercises were the most important part of the whole program and really made a difference in how she viewed her body. For another participant, the exercises were more of a neutral confirmation about how she

already thought about her body. Another mentioned that some of the exercises were difficult to do because the whole idea of appreciating the body was so new to her.

Finally, all the participants mentioned they would rather do the exercises together than alone at home since they felt this would provide them more value. In the future, this should be taken into account and reserving more time in the program to go over all the exercises together and discussing them.

4.1.7 Physical training

The actual weight training was done almost entirely with free weights or body weight. Strongman training (pushing, pulling and carrying heavy objects) was also incorporated into the program. The training facility influenced a lot of the design of the program since no weight machines or pulleys were available. The group had in total of 2 training programs, each for 4 weeks of training (Appendix K). According to the initial interviews, the four participants said that they would be able to fit two strength training sessions in their week. The training programs were designed for this purpose. The training program was formulated mainly by the researcher and commented and refined by coach Jaakko Savolahti. At the end of the program, the participants also received a bonus training program that they could adhere to for 8 weeks after the program was over. Although the training program was initially the same for everyone in the group, the coach did make individual adjustments according to each person's capabilities and limitations.

A body weight home training program was also provided in case a participant was unable to arrange another training session independently. For instance, one of the participants worked as a flight attendant and had sometimes difficulties in arranging a gym visit because of work schedules. The home workout program guaranteed that the participant was able to add a similar type of training session even without any equipment. The training program was designed to be over in an hour to increase training motivation when the participants trained in their own time. Several participants mentioned that time was an issue and that they wished not to spend hours at the gym.

All in all the training program gathered a lot of positive feedback from the participants. They stated that they trusted the program since it was compiled by professionals, it was easy enough to perform at their own gym and they considered the training mostly enjoyable although the programs were also challenging enough. Also, it was mentioned that the program was a relief: there was no need to spend hours at the gym to see results. One participant with a background of overtraining and burnout mentioned the program increased her self-compassion and taught her a way to train without overexerting.

The coach's opinion on the group training sessions was that they were effortless to coach, he liked the group setting and the training programs.

4.1.8 Voluntary body measuring

In this study no systematic fitness testing was organized and body measurement taking was optional for the attendees. This was done to create a psychologically safe environment and spark exercise confidence for the participants by not drawing attention to body shape and size. Additionally, the program's aim was to avoid adding too many new elements for the participants in the beginning and thus increase program adherence and exercise motivation.

The conversation about body measurements was had in the initial meeting. None of the participants in the program expressed interest in weighing themselves or having their body fat percentage tested. Two of the participants were tired of constant body monitoring and wanted a break and two were content with their body shape and expressed a goal of getting stronger. In the participant interviews, it was mentioned by two interviewees that it felt refreshing and encouraging that there was no "body shape talk" during the program.

4.1.9 Coach communication and modeling

In the initial meeting the coach was educated in modeling positive body image in his communication. This was done by a face to face discussion by providing examples of

coach behavior from research. Additionally, a leaflet was handed out (Appendix C) which detailed the instructions for the coach and repeated the nature of the study. The coach was asked not to talk too much about body appearance in a negative or positive way, but rather focus on how the client's body is functioning. In addition, it was communicated that it would be good to extend the same type of communication to others in the gym or if the coach talked about his own body. Furthermore, the coach was instructed to be encouraging and focus on client strengths and make their progress visible by communicating it clearly. The coach was also educated on taking into account the voluntary nature of body measurements in the study and was reminded that all of the clients had decided not to take part in measuring. The coach was prompted to have a neutral, open attitude towards measuring if the participants wanted to discuss about it during the program. Lastly, it was discussed that if the clients chose to talk about their appearance, that would not be ok, but the coach should listen and be encouraging but not engage in client deprecating talk himself.

4.2 Acceptability of the program

A feedback form to assess the acceptability of the program was handed out to the participants during the interviews. The program was well accepted among participants in its entirety.

Table 1. Acceptability of the program (n=4) on a scale of 1 to 7 (1= totally disagree, 7= totally agree)

	Min	Max	Mean
1. I liked the program	7,00	7,00	7,00
2. Participating was too troublesome	2,00	2,00	2,00
3. It was easy to follow the content of the program	5,00	7,00	6,25
4. The program was successful in increasing my ability to train independently	6,00	7,00	6,50
5. The program was successful in teaching me a more gentle attitude towards myself and my body	6,00	7,00	6,75
6. I am going to utilize the things I learned in the future	6,00	7,00	6,75
7. I would recommend participating to others	7,00	7,00	7,00

4.3 Main themes emerging from interviews and researcher's journal

The main themes emerging from the interviews as beneficial and important for the participants were safe environment created by the coach, peer support and group and coach as comparison points. Additional observations are added from the researcher's journal.

4.3.1 Safe environment created by the coach

All the participants mentioned how satisfied they were with the expertise and general demeanor of their coach, Mr. Jaakko Savolahti. He was described being calm, easy to approach, good at listening and skillful in his coaching practice that comprised technical knowledge as well as his coaching style. The participants felt safe asking questions and expressing their concerns with the coach. The participants mentioned that coach Savolahti was personal and warm, yet had a professional distance to the group. He was friendly, but not their friend. Also, the coach was considered as patient when giving instructions. He was also described as trustworthy and honest.

All the participants described as being nervous at the start of the program. The crossfit gym where the training was organized was considered as a professional and very athletic training facility by the participants. At the same time it was described as calm compared to the commercial gyms where the participants trained on their own. In addition to the research group, there was one crossfit-group and one coach training at the same time.

In his interview Coach Savolahti said he opted to act in a calm manner and not make a big scene with loud cheering or shouting instructions because he sensed the participants were a little bit were nervous about the training facility and the crossfitters and did not want to draw too much attention to themselves. Instead he gathered the group close to him and instructed everything by talking calmly. Since the coach was talking very calmly, it was necessary for the participants to focus on what he was saying. This was very clearly reflected in the way the group behaved. They were extremely focused and orderly when carrying out the training program. When the coach spoke, the participants really started paying attention and listened. All of this created "a training bubble" where the participants felt safe to start practicing new skills.

In addition, the coach had two ways of his own in which he was able to add to the group cohesion and psychological safety. First of all, he asked each participant how they would like to be greeted at the start of the training sessions. Some opted for a hug or pat

on the back, others did not enjoy such intimacy and opted for a handshake or a high five. This was a way to welcome each individual to the training session and helped in creating a personal relationship with the coach although the training was done in a group.

Another habit that the group formed with the leadership of the coach was a short debriefing session at the end of each training session. The participants and the coach formed a circle and the coach asked each participant what had gone well in the session. This helped the participants to focus on their strengths and improvements. If someone didn't have much to say at a given time, the others in the group were free to express what they had witnessed to go well for that participant. The coach always was very encouraging after each comment and also made a brief comment himself on how the session went. It also made it clear to the participants that small incremental improvements were just as celebrated as big leaps of progress. Finally, the group and the coach together created a cheer that would end the debriefing session.

4.3.2 Peer support

The participants considered the group chemistry as largely functional and fun. Each participant valued the group and the support they were able to get outside of the coached training sessions. The participants created a WhatsApp-group where they would discuss about the program and the training. The WhatsApp-group was considered positively although some were more active in messaging than others. It was a place to ask for instructions if a one had encountered a problem with a movement at the gym. It was also a place to share feelings and experiences and get encouragement from other participants. All participants had a bad training day at some point where they were tired or things somehow weren't going as they would have expected. They would tell about this in the WhatsApp-group and get encouragement and stories of how the others had sometime experienced the same. The group generally fostered the feeling that there was no need to be perfect or always know what one was doing.

Additionally, the group was also good at enforcing the guidelines they had created together in the beginning. They were reminding each other that beating oneself up for a bad workout, their physical appearance or lack of skills wasn't something that they agreed to do. The group was also very good in reminding each other of their accomplishments, strengths and improvements if they felt others were being too harsh on themselves. They were also actively reminding each other of how coach Savolahti would react if he heard them bashing themselves. Moreover, the group would share accomplishments they had achieved in the gym or in their thinking about training, eating, recovery or body functionality and body image.

During the training sessions at the gym, the group was active in encouraging each other to try new movements or lift heavier weights. There were many instances where an individual would achieve a new personal best in a movement aided by the encouragement from the group. The training program was devised so that at the end of each training session there was an exercise that could be done as a group. This could be sled pulling or pushing, a small circuit or a running task. This is where the group would need each other to perform the task at hand. The participants would cheer each other on shouting words of encouragement and end the exercise with high-fives.

The participants considered the group and its support as one of the most integral parts of the whole program. In the interviews some participants mentioned that it was easier to focus on training with the group when alone the focus was more easily drawn into what one was doing wrong or on other gym goers. The aim to utilize social support of the group in the program was thus accomplished very well. The participants in the group felt safe with each other when training together and communicating with each other. The results of this program reinforce previous research about the importance of group cohesion in exercise settings. Group cohesion contributes to members' motivation to perform better in a task in a group than alone and generally increases exercise attendance (Spink & Carron 1992; Christensen et al. 2006). The participants' commitment to the group was highlighted by many aspects such as the creation of a WhatsApp-group for information sharing and social support as well as the fact that the group continued to train together after the 10-week program was over.

This research introduced a novel way to combine positive social interaction with small group training, individualized coaching and support from the coach. The results indicate that a more concentrated effort to utilize group processes in personal training and strength training contexts could be adopted to contribute to participant motivation. At least for some individuals, small group training may yield more benefits than training one on one with a personal trainer. A small group setting could also have a positive effect on client body satisfaction since the participant is less likely to be concentrating on herself rather than supporting others in the group and getting support from the group to perform better in performance oriented tasks. More research about small group settings in personal training is needed to corroborate these results.

4.3.3 The group as comparison point

The group supported the participants in gaining perspective about their individual strengths. The group consisted of people that had some similar experiences about work or exercise related burnout but of course otherwise had different personalities, aspirations and exercise backgrounds. The participants described the group as balanced and comfortable. During the first training sessions, the most advanced exerciser in the group was experiencing shoulder and back pain. Another participant who also had some weight training background, had trouble with the mobility of the squat movement. The participant with the least experience in any type of physical activity was happily surprised in learning that she was in fact able to perform the movements without pain and had a fairly good mobility. Understanding this gave her a sense of her capabilities and increased her motivation on moving forward. All participants experienced something similar during the program. Someone had prowess in a movement that others had challenges with or someone was more capable than she had expected compared to the other participants.

Another important perspective came from differing life situations. One participant noticed, when listening to the group talk about body insecurities, that she herself was

mostly comfortable in her own skin but recognized such agonizing from her past. She was able to act as a supporter to others in the group but also was content in noticing that with age, stress about the appearance of the body had diminished to a negligible extent. For others in the group, it was a relief to hear that it is possible to get past such discomfort and stress.

For another participant, it was a relief to hear the others' stories about work related burnout or overtraining just to learn what good balance the person herself had intuitively been able to maintain in her life regarding adequate recovery. For those with similar experiences with overworking or overtraining, were relieved to hear stories close to their own and share on each other's learnings.

Comparing oneself to others of course is not always merely a positive thing. All participants made a note about comparing and how they acknowledged that focusing on oneself and one's own progress is in the end most important. From the researcher's perspective, the group was successful because they were not too far apart in their capabilities and skills but had differences that made some positive comparing possible. There was no one person that would have excelled in absolutely everything. On the other hand there was no-one that would have needed support more than the others. These are important factors to take into account when organizing a training group as a coach.

4.3.4 Coaches as authority figures and comparison points

The final important aspect to come out of the interviews regarding comparisons, is the relationship of the participants to the coach and the researcher-coach. For all the participants it was important to hear coach Savolahti say in an informal discussion how he had postponed his training to another date because of tiredness. As one participant put it "we tend to have very high standards for ourselves". This was said in the context of training amounts and achieving the ideal body. The information that a coach that everyone revered took an extra rest day or two to recover was mentioned in the

interviews a lot. The coach in this situation led by example and inadvertently taught one of the most important lessons for the group.

Another similar situation arose during the final session where I was myself coaching the group through goal-setting. I happened to go through an example of my weekly training schedule. It seemed to spark a sense of relief that the amounts for not as high as people expected. I also expressed concern over the excessive training amounts one participant had had prior to the start of the program and we discussed how she should rather maintain current levels of activity. We also discussed the influence of social media and how it had had an effect on the perceptions of adequate exercise for the group. For some the threshold had previously looked so high, they were demotivated to start and some others had overdone training pursuing an imaginary ideal.

These discussions with coaches were mentioned in the final interviews by everyone as having a balancing effect on their ideas about training and recovery and as motivating in continuing their training in the future. Participants felt these discussions altogether increased a more lenient attitude towards themselves and a more realistic approach to exercise. One participant said that "learning that I don't have to be Instagram-perfect" was the one of the best things about the program in general. It is thus important to have real conversations about ideals and beliefs that clients hold regarding exercise and the ideal body and moderate them if there's a need for it. It is also important to acknowledge the authority and modeling power coaches have towards their clients.

5 DISCUSSION

The aim of this research was to plan, implement and evaluate the feasibility and acceptability of a 10-week positive body image strength training program for women. These are discussed in the following paragraphs. Future research and limitations in this research are also approached at the end of this chapter.

Overall, the program was realized as planned with minor adjustments and was acceptable to all participants and the coach that led training. The program had no drop-outs and that there was only one absence from the sessions. The participants and the coach felt the program was meaningful and worthwhile and that they would strongly recommend participating to others. We know from previous research (Sekhon; Cartwright; Francis, 2017) that high acceptability signifies that the group is more likely to be able to transport what they have learned within the program into their daily lives in the long run.

Although this research did not try to study the impacts of the program on body image per se, it was clear from the participant interviews that the program managed to support positive body image and a more gentle attitude towards one's body. Further research is needed to find out whether the effects of that type of thinking are long lasting and which parts of this program in particular were most influential. In previous research there are divergent results in the longevity of body satisfaction after interventions. For instance, after a successful intervention, exposure to thin idealized images in social media tended to lower body satisfaction to pre-intervention levels. (Mulgrewa, Stalleya and Tiggemann 2017).

The program presented a novel way to use group processes in personal training. Group tasks (such as creating group guidelines and gathering together at the end of each training session to recap group and individual achievements) aimed at enhancing cooperation throughout the program worked well and created a sense of community. The creation of a WhatsApp-group and the fact that the participants wanted to continue training together after the program was over, indicate a strong commitment to the group. In addition, peer support and its impact on program acceptability was supported by

participant interviews. Another meaningful aspect in program acceptance was coach behavior and communication. The coach that led training was able to create an atmosphere of trust and community that was heavily emphasized by the participants. Asking questions was safe and the coach highlighted individual strengths and achievements. Also, individual personalities and preferences were respected and supported. Previous research has demonstrated (Spink & Carron 1992; Christensen et al. 2006) that commitment to a group increases exercise motivation and better task related performance. These tools have rarely been studied or utilized with intent in personal training contexts and would provide an ideal way to increase participant motivation and commitment to physical activity and exercise.

The program could have taken multiple forms, not just the particular one presented here. The writing assignments could have been discussion assignments, there could have been five participants instead of four or the program could have been six months long and so on. However, I wanted to create a small group of participants to observe the impact of the group and peer support on the acceptability of the program. Also, as the program is new, I wanted to as much feedback as I could at the end of the program without compromising on coaching quality. The ultimate goal of this research was to describe the program and learn from implementing it as a coach and as a researcher.

Although the general structure of the program was planned beforehand, some changes were made in the implementation phase to enhance the participants' experience and learning. In the writing exercises that were coached by myself and designed to explore body functionality, I added a conversational part although it was not part of the original source material by Alleva, Martijn, Van Breukelen, Jansen and Karos (2015). This was done by the request of the participants and modified from an online context to a face to face group setting. In my opinion, this did not alter the original functionality or spirit of the exercise. The writing exercise was one of the most fruitful and educational parts of the research to myself as an exercise psychology student. Although I myself was very excited about the assignment, it received mixed assessments from the participants. Some thought it was too hard while others thought it was the best part of the whole ten-week program. The differing opinions might be due to distinct learning and information

processing styles as well the time it takes to process something new. Some like to read and write, as others prefer discussing or watching videos. It was a surprise that more guidance in the group would have been needed as the original Expand Your Horizon -program was online based with only written instructions. In the future I would alter the exercise so that it would be done mostly by discussion and so that all the parts of the exercises would be executed with the group rather than alone at home. No other major modifications had to be made. However, one aspect that was clear in the participant feedback was that more time was hoped for discussions and reflection together in many facets of the program.

Practical implications

The program can be carried out as such or parts of it can be implemented into existing coaching practices. Especially the writing exercises concentrating on body functionality and body acceptance can be incorporated personal training, wellness coaching or sports coaching as they are. As the practices have written instructions in place, they can also be extracted from this research to other contexts by any individual wishing to support body acceptance.

Coaching will have an impact in the way the clients think about themselves and can help in achieving a more gentle way of thinking about their physical appearance. Coaching can offer a safe place from the world which is bombarding women with messages of the unattainable body ideal. Coaches are able to moderate those pressures by focusing on communicating about body functionality, performance and health rather than body malleability and appearance. These recommendations are in line with previous research emphasizing respectful and delicate coach communication when it comes to the female athlete's body and health when developing positive body image. (Coppola, Ward and Freysinger 2014; Becknera and Record 2016).

In a similar manner, caution should be used in fitness centers and personal training marketing about using body shaming language and fitspiration imagery. As research suggests, these do not support healthy body image or the motivation to keep exercising

in the long run. These could be replaced with more accepting, inclusive and body positive messaging and imagery showing different types of people and bodies engaging in physical activity. More emphasis should be put on the health effects of exercise and how it supports everyday life and performance, rather than focusing on appearance. As is already done in some functional training facilities and crossfit gyms, fitness centers can think about the placement of mirrors and have sections where training is possible without them.

Limitations and future research

The program was limited to one group of four female participants. Further research has to be conducted to find out a type of program that is acceptable and feasible among male participants. Additionally, the participants in this study were four women, so not too much can be said about the transferability of the results to women in general. More groups should be organized and different group sizes could be experimented with. These are limitations into the transferability of the results.

The coach in this program was experienced and had very good social and emotional interaction skills. The coach felt the program was easy to carry out and felt most of the instructions given about positive body image supporting communication were already a natural part of his behavior. The coach felt that in the early days of his coaching career, the instructions would have been more helpful. This also has an impact on the transferability of the results since it is not known whether a novice coach would be able to provide similar support and safety for the participants with the education given in this program.

The current study did not try to find out the effectiveness of the program on participant body satisfaction. Also, no control group was organized, it is thus not known whether a different type of program would have produced similar program acceptability. Measuring body satisfaction with a validated scale with a control group would provide valuable additions in future research of this topic.

The motivation of the participants and the coach were high in this research. The friendship between the coach and the researcher and wanting to help a friend was a big part in the coach's motivation to participate. The program was not free of charge for the participants which may have created a motivation for not dropping out and trying one's best. Although the price was reduced below the coach's normal fees, this may have impacted participant motivation.

One of the requirements for credibility of qualitative research is member-checking. This means that the interviewees are offered a chance to read their interview transcripts so that they can make sure that their views are accurately represented in the data. This was not done in this research which is a limitation into the credibility of the interpretations of interview data.

Accurate and thorough description of the program components was at the core of the current case study. Describing the implementation of the program components to offer transparency and a trail of the processes used was attempted at the best of the researcher's ability. However, it's noteworthy to remember how limited this exercise ultimately is. Reduced descriptions of the interactions that took place have no other chance than to be imperfect.

Also, there were obvious time and monetary constraints that had to be taken into account such as the availability of the coach and the training facility, the clients and myself as a student when deciding the length of the program. There are many factors that can be altered in future research.

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APPENDIXES

Appendix A: Consent form

Tutkimussuostumus

Tutkimus

Tutkimus on osa Hanna-Kaisa Ranisen liikuntapsykologian opinnäytetyötä Jyväskylän yliopiston liikuntatieteellisessä tiedekunnassa. Opinnäytetyön valvojana toimii liikuntapsykologian professori Taru Lintunen.

Tutkimuksen tarkoitus on luoda naisille suunnattu oman kehon hyväksyntää edistävä Vahvanainen -valmennusohjelma ja testata sen toimivuutta. Tutkimusjakso kestää 10 viikkoa, tapaaminen on kerran viikossa perjantaisin klo 11.30-12.30, alkaen 12.10.2018, Crossfit Central Helsingin tiloissa osoitteessa Energiakatu 3, 00180 Helsinki.

Osallistujan rooli

Vahvanainen-valmennuksessa on mukana neljä naista. Ryhmä painoharjoittelee laaditun harjoitusohjelman mukaisesti yhdessä kerran viikossa. Fyysisen harjoittelun valmentajana toimii valmentaja Jaakko Savolahti. Lisäksi osallistujat tekevät kirjoitusharjoituksia tapaamiskerroilla ja kotitehtävinä. Nämä harjoitukset ohjaa Hanna-Kaisa Raninen.

Osallistujaa valokuvataan ja videokuvataan treenikertojen aikana, jotta valmennuksen kulkua voidaan jälkikäteen analysoida. Kuvaamisen tarkoitus on tarkastella valmennuksen yleistä sujumista, ei tarkkailla yksittäistä osallistujaa. Lisäksi osallistuja sitoutuu haastatteluihin valmennusohjelman puolivälissä ja harjoitusohjelman jälkeen. Yksi haastattelu kestää noin 30-60 minuuttia. Haastattelut eivät sisälly 10 viikon harjoitusohjelmaan, vaan niiden toteuttamisesta sovitaan erikseen.

Luottamuksellisuus

Kaikki tutkimuksessa kerätty data säilötään tutkimuksen aikana tutkijan (Hanna-Kaisa Raninen) tietokoneelle salasanalla suojattuun paikkaan. Kaikki data käsitellään nimettömänä ja tutkimusdata tuhoetaan tutkimuksen valmistumisen jälkeen. Jos tutkimusta esitellään osana tieteellisiä seminaareja tai se julkaistaan tieteellisessä julkaisussa, henkilötietojasi ja henkilöllisyyttäsi ei paljasteta missään vaiheessa.

Osallistujan suostumus

Olen lukenut yllä olevan ja ymmärrän, että voin vetäytyä tutkimuksesta missä vaiheessa tahansa syytä antamatta. Minulla on oikeus kysyä selventäviä kysymyksiä tutkimuksen kulusta missä tahansa tutkimuksen vaiheessa.

Annan suostumukseni siihen, että osallistun tähän tutkimukseen

Osallistujan allekirjoitus

Aika ja paikka

Osallistujan nimenselvennys

Tutkijan allekirjoitus

Tutkijan nimenselvennys

Appendix B: Personal training -agreement

Personal training -valmennussopimus

Asiakkaan nimi:

Puhelinnumero:

Sähköposti:

Osoite:

Asiakkaan velvollisuudet

Valmennettava sitoutuu kertomaan valmentajalleen ennen harjoittelun aloittamista mahdollisista harjoittelun turvallisuuteen vaikuttavista asioista (esimerkiksi raskaus, sairaus, lääkitys, vammat). Asiakas sitoutuu kertomaan myös harjoittelun aloittamisen jälkeen tapahtuvista terveydellisistä ja mahdollisesti harjoitteluun vaikuttavista muutoksista (esimerkiksi raskaus, sairaus, lääkitys, vammat)

Valmennettavan on hyvä tietää, että valmennuksen aikana saavutetut tulokset ovat suoraan verrannolliset harjoitteluohjeiden noudattamiseen. Tästä johtuen on asiakkaan sitouduttava parhaansa mukaan noudattamaan valmentajansa laatimaa harjoittelujärjestystä.

Asiakas sitoutuu noudattamaan ennalta sovittua tapaamisaikaa. Vahvanainen on pilottitutkimus, jonka vuoksi korvaavia valmennuskertoja ei voida järjestää eikä yksittäisen kerran valmennusmaksua palauttaa, mikäli asiakas on poissa sairauden tai muun syyn vuoksi. Asiakas on velvollinen ilmoittamaan poissaolostaan mielellään 24 h ennen valmennusta tai heti kun ilmoittaminen on mahdollista.

Asiakkaan tulee itse huolehtia mahdollisista vakuutuksista valmennuksen aikana. Valmentaja(t) tai valmennuspaikka (Crossfit Central Helsinki) eivät ole vastuussa osallistujan vakuuttamisesta. Valmennukseen osallistuvalla tulee olla terveydelliset edellytykset liikunnan harrastamiseen.

Mikäli valmennusjakson aikana asiakkaan terveydentilassa tai elämäntilanteessa tapahtuu olennainen muutos (esim. tapaturmat, vakava sairastuminen), joka estää normaalin kuntovalmennuksen ja vaatii erityistä hoitoa, asiakas voi halutessaan lopettaa valmennussuhteen. Terveystilassa tapahtunut oleellinen muutos tulee todistaa lääkärintodistuksella. Muutos

terveydentilassa on oleellinen, kun lääkäri kieltää asiakkaalta normaalin liikunnan. Tässä tapauksessa valmennusmaksu jäljellä olevista kerroista palautetaan asiakkaalle.

Personal trainerin velvollisuudet:

Valmentaja sitoutuu valmentamaan asiakasta parhaan osaamisensa mukaan ja laatimaan tehokkaat ja turvalliset kuntoiluohjeet. Valmennustapaamiset järjestetään pääsääntöisesti Crossfit Central Helsingin tiloissa Energiankatu 3, 00180 Helsinki. Valmentaja ja asiakas voivat erikseen sopia toisesta tarkoitukseen sopivasta harjoitustilasta (esim. ulkona tehtävä harjoitus). Harjoituskertojen kesto on noin 60 min. Osa valmennustapaamisista voidaan sopia erikseen pidemmiksi tai lyhyemmiksi yhteisymmärryksessä valmennuksessa olevan ryhmän kanssa.

Valmennustapaamisia on 10 kpl. Valmennusaika on perjantaisin klo 11.30-12.30.

Valmentaja sitoutuu ilmoittamaan asiakkaalle mahdollisesta tapaamisen peruuntumisesta vähintään 24h ennen tapaamista (pois lukien tapaturma tai äkillinen sairastuminen).

Valmentajan vastuulla on valmennustapaamisten sisällön järjestelyt sekä toteuttaminen. Muut valmennukseen liittyvät hallinnolliset tai kustannuksia aiheuttavat seikat eivät ole valmentajan vastuulla.

Allekirjoitukset

Paikka ja aika

Valmentajan allekirjoitus ja nimenselvennys:

Asiakkaan allekirjoitus

Appendix C: Instructions for the coach

VAHVANAINIEN

Ohjeita Vahvanainen-valmennuksen valmentajalle

Yleistä ohjelmasta:

Vahvanainen-valmennusohjelman tarkoitus on edistää oman kehon hyväksymistä ja lisätä itsevarmuutta treenata (salilla). Valmennus sisältää toiminnallista painoharjoittelua ja kehon toiminnallisuutta pohtivia kirjoitusharjoituksia. Lisäksi valmennuksen aluksi tehdään tutkijan johdolla yhteinen ryhmäytymisharjoitus edistämään ryhmähengen muodostumista. Valmennuksen ajan ryhmäläiset seuraavat viikottaista edistymistään valmennusta varten luodulla hyvinvointimittaristolla. Lisäksi valmennuksen aluksi osallistujat miettivät kirjallisesti tavoitteensa 10 viikon valmennusjaksolle. Osallistujan oletetaan seuraavan voimatasojensa nousua treenipäiväkirjan avulla. Valmentajan odotetaan muistuttavan seurantalomakkeen käytöstä ja treenipäiväkirjan pidosta ja tarvittaessa auttavan osallistujia näiden täyttämässä.

Treeni on vuoropariharjoitteluna tehtävää treeniä, toistoväleillä 8-15, tauot noin 60 s. Vaihtelun vuoksi ja hauskuutta tuomassa mukana on myös strongman-liikkeitä. Treeniohjelma on luotu hikiseksi varsinkin valmennuksen alkumetreillä, jotta treenissä on kunnolla sykettä ja vauhtia sekä varma hiki. Harjoittelumotivaation ylläpitämiseksi varsinkin alkuvaiheessa harjoitteluun tottumattomille on tärkeää, että harjoittelusta seuraisi mielihyvän tunteita, ei esimerkiksi pahoinvointia tai kipua. Valmentajan on siis tärkeää seurata jokaisen osallistujan vointia treenikertojen aikana. Kun treeni tuottaa mielihyvää, sitä varmemmin harjoittelun pariin palaa.

Lämmittelyinä toimii putkirullaus tai soutu, dynaamiset venyttelyt ja lämmittelysarjat painoilla. Ensimmäisen kerran ohjeistusten jälkeen valmennettavia voi opastaa tulemaan tekemään lämmittelyt itsekseen 10-15

min etuajassa, poislukien lämmittelysarjat painoilla, jotka tehdään valmentajan valvonnassa.

Ohjeita valmentajan toiminnasta ja käytöksestä:

On tärkeää, että valmentaja itse mallintaa tervettä kehonkuvaa ja terveellistä ja kuitenkin rentoa ja joustavaa elämäntapaa liikkumiseen ja ravintoon liittyen. Käytännössä tämä tarkoittaa, että asiakkaiden kehon ulkonäköä ei kommentoida negatiivisesti tai juuri positiivisestikaan. Sama pätee myös valmentajan omaan kehoon tai salilla näkyviin muihin ihmisiin. Tyypillisiä esimerkkejä voisivat olla seuraavat valmentajat kommentit asiakkaalle: "Oletpa laihtunut", "Kyllä me poltetaan sulta pois nuo allit." tai "Tämä liike antaa sulle pyöreän pyllyn." On hyvä ymmärtää, että myös positiiviset kommentit ulkonäöstä voivat kääntyä negatiivisiksi. Esimerkiksi "Kylläpä säteilet nyt kun olet laihtunut." "Näytätpä hyvältä!". Tämä voi herättää ajatuksia siitä, että valmentaja arvottaa osallistujaa ainoastaan kehon kautta ja että aikaisemmin osallistuja ei kelvannut sellaisena kun valmennukseen tuli.

Sen sijaan keskitytään puhumaan siitä, miten keho toimii ja miten sen toiminta valmennuksen aikana paranee. Esim. "Kylläpä lavanhallintasi on hyvä" tai "Ryhtisi on selvästi parantunut" tai "Osaat kyllä hienosti kyykyn tekniikan" tai "Tällä liikkeellä keskitytään vahvistamaan pakaraa, joka estää mm. selkäkipujen syntymisen".

On myös hyvä huomioida ohjeita antaessa, että myös liiketekniikkaan ja kehonhallintaan keskittyvät kommentit voidaan tulkita negatiivisina, sen vuoksi on tärkeää, että muistaa antaa aina myös positiivista palautetta, kun jokin asia alkaa sujua ja menee hyvin. Mielellään niin, että session aikana myönteistä palautetta tulee enemmän kuin kritiikkiä ja valmentaja muistaa verbaalisesti huomioida ne asiat, jotka osallistuja jo osaa ja jotka ovat hänen vahvuuksiaan. Tarkoitus on luoda itsevarmuutta siihen, että osaa treenata ja pystyy liikkumaan myös yksin ilman valmentajaa. Valmentajan tehtävä on

varmistaa, että asiakas tekee liikkeet oikein ja turvallisesti, joten tekniikkaneuvoja täytyy tietenkin antaa.

Tiivistettynä siis puhe, joka antaa ymmärtää että asiakkaan, valmentajan tai ulkopuolisten ihmisten ulkonäössä on lähtökohtaisesti jotakin vikaa, yritetään korvata kehon toimintaan ja sen kehittämiseen sekä vahvuuksien tunnistamiseen tähtäävällä valmennuspuheella.


Vahvanainen-pilottitutkimuksessa ei valmentajan taholta seurata asiakkaan rasvaprosenttia tai painoa. Jos asiakas itse haluaa niin tehdä, hän on totta kai vapaa seuraamaan kehitystä myös tällaisella kehollisella tasolla. Valmennuksen suhtautuminen kehollisiin mittareihin on neutraali. On lisäksi hyvä säilyttää keskusteluyhteys valmennettavan kanssa siitä, miksi mitataan, mitä mitataan ja millaisia tarkoitusperiä mittaamisella on. Mittaamisesta on hyvä keskustella tai jättää se tekemättä eritoten silloin jos mittaaminen aiheuttaa sellaista kuormitusta tai ahdistusta, joka voisi estää valmennuksessa etenemisen ja terveempien elämäntapojen omaksumisen ("Rasvaprosentti ei ole laskenut, ihan sama tämä treeni ja paremmin syöminen, ei se auta mitään, lopetan kesken"). Valmennuksessa käytettävä hyvinvointimittaristo ohjaa seuraamaan myös muita kuin kehollisia mittareita, koska edistymistä voi tapahtua myös muilla osa-alueilla. Tärkeintä on, että valmentaja ei velvoita osallistujia systemaattiseen mittaamiseen painon tai rasvaprosentin osalta ilman keskustelua ja asian yhteistä läpikäyntiä.

Appendix D: Group guidelines



Ollaan avoimia
päivän fiiliksestä


Toisia kunnioittava,
kannustava ja
iloinen ilmapiiri



Ajoissa paikalla

Tsempataan
toisiamme

Annetaan tilaa
kaikille



Tule ajoissa

Ole läsnä

Tee parhaasi

Kannusta

Tee omaa
suoritusta, älä
vertaile

Saa koskea :)

Ei saa mollata
itseään

Sitoudutaan
valmennukseen
oman ja muiden
kehittymisen
tukemiseksi

Ollaan ajoissa

Olisi kiva jos
kaikki olisi
ajoissa
paikalla

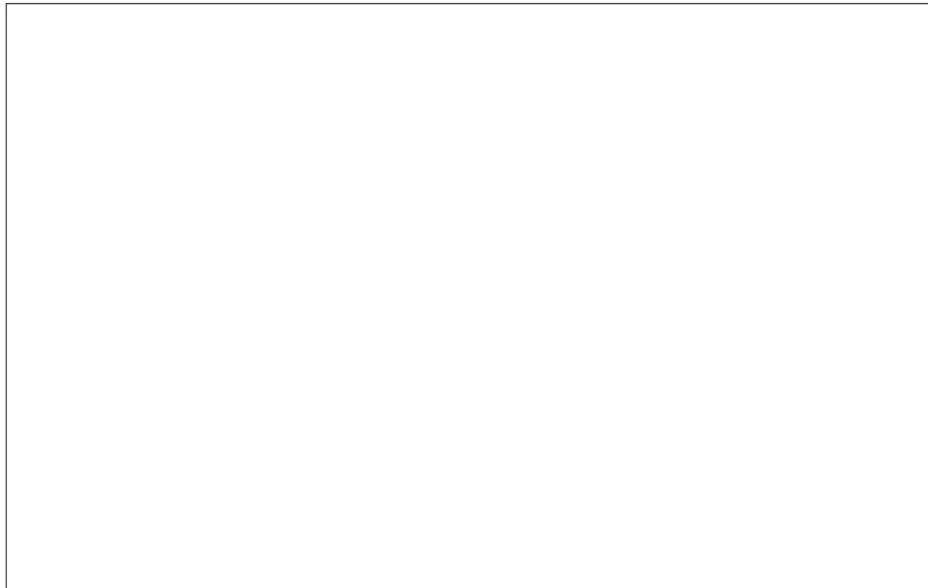
Appendix E: Body functionality writing exercises

VAHVAINAINEN

Keho mahdollistajana ja ystävänä

Usein kun ajattelemme kehoamme, ajattelemme ensimmäisenä sen ulkonäköä. Usein ajattelemme ulkonäöstämme myös negatiivisesti esimerkiksi "Olisinpa hoikempi" tai "Toivoisin, että olisin viehättävämpi". Seuraavien päivien ja viikkojen aikana, alat kuitenkin harjoitella suhtautumaan kehoosi hieman erilaisella, myönteisemmällä tavalla. Sen sijaan, että keskittyisit kehoosi ulkonäköön, alat harjoitella keskittymään **kaikkiin niihin asioihin, joihin kehoosi pystyy ja asioihin, joita se puolestasi päivittäin tekee.** Kutsumme tätä kehon toiminnallisuuteen keskittymiseksi.

Mieti nyt hetki, millaisia asioita kehoosi voi tehdä? Millaisia asioita sinulle tulee ensimmäisenä mieleen?



VAHVAINAINEN

Alla on lista kehon toiminnoista, joita muut naiset ovat keksineet. Ota hetki lukeaksesi ne. Voi olla, että ajattelit osaa näistä jo äskeisessä tehtävässä ja osa ei ehkä vielä käynyt mielessäsi.

Tuntemuksiin ja aisteihin liittyvät kehon toiminnot

Näköaisti
Makuaisti
Tuntoaisti
Kuuloaisti
Hajuaisti
Tuntea mielihyvää
Tuntea tunteita
Libido (halukkuus)

Liikkeeseen ja fyysiseen aktiivisuuteen liittyvät kehon toiminnot

Juokseminen
Hyppääminen
Kävely
Venyttely
Liikkuvuus
Koordinaatiokyky
Ketteryys
Voima
Kestävyys
Energiatasot
Refleksit
Urheilu (esim. juokseminen, uiminen, painojen nostelu)
Jooga
Kiipeily
Pyöräily

VAHVAINAINEN

Terveysteen liittyvät kehon toiminnot

Flunssasta paraneminen
 Ruoan sulattaminen
 Vitamiinien imeyttäminen
 Lapsen luominen
 Haavan paraneminen
 Hiusten, kynsien, uusien ihosolujen jne. kasvattaminen
 Lämpötilan, nälän ja janon säätely
 Yleinen uusiutuminen
 Puhdistusjärjestelmä (esim. maksa)
 Hengittäminen

Luovuuteen liittyvät kehon toiminnot

Tanssiminen
 Maalaaminen
 Piirtäminen
 Rakentaminen
 Kuvanveisto
 Veistäminen
 Kirjoittaminen
 Laulaminen
 Soittaminen
 Lukeminen
 Valokuvaaminen
 Puutarhanhoito

Itsestä huolehtimiseen ja päivittäisiin rutiineihin liittyvät toiminnot

Nukkuminen
 Syöminen
 Juominen
 Ruoanlaitto
 Peseytyminen

Muihin ihmisiin ja kommunikointiin liittyvät kehon toiminnot

Puhuminen
 Eleet
 Ilmeet
 Seksi
 Halaaminen
 Hyväily
 Suutelu
 Itkeminen
 Kättely
 Katsekontaktin ottaminen
 Lohduttaminen
 Hieronta
 Kirjeen kirjoittaminen

VAHVAINAINEN

Ota hetki miettiäksesi näiden kehon toimintojen tärkeyttä omassa elämässäsi. Mitä nämä toiminnot merkitsevät sinulle henkilökohtaisesti? Mitä jos et voisikaan joka päivä kävellä tai pyöräillä töihin? Tai, miten tylsää elämäsi olisikaan jos et voisi maistaa syömääsi ruokaa tai kuulla musiikkia? Missä olisit jos et voisi kommunikoida muiden kanssa kehoasi käyttämällä (kättely, halaaminen)? Tai mitä jos et voisi käyttää kehoasi luovaan ilmaisuun (tanssiminen, maalaaminen)? Kehon toiminnot voivat olla yksinkertaisia (esimerkiksi juokseminen) tai monimutkaisia (esimerkiksi flunssasta paraneminen) mutta kaikki niistä ovat tärkeitä jotta voimme elää merkityksellistä elämää.

Monille naisille on ensin vaikeaa miettiä mitä kaikkea keho voikaan tehdä, koska he ovat niin tottuneita ajattelemaan kehoaan vain ulkonäön kautta. Tämä voi olla aluksi vaikeaa myös sinulle. Mutta harjoituksen avulla tästä ajattelutavasta tulee helpompaa ja luonnollisempaa. Seuraavien päivien ja viikkojen ajan käymme läpi kirjoitustehtäviä joiden avulla pääset eteenpäin.

Aloitetaan nyt ensimmäinen kirjoitusharjoitus!

Kirjoitusharjoitus #1

Tässä harjoituksessa pyydän sinua kuvailemaan tarkemmin kaikkea mitä kehosi voi tehdä. Kirjoittaessasi, pyydän sinua ottamaan aikaa, rentoutumaan ja tutkiskelemaan kaikkia erilaisia asioita, joita kehosi voi tehdä.

Tässä ensimmäisessä kirjoitusharjoituksessa **keskityt ainoastaan** kehon toimintoihin jotka liittyvät **1) kehon tuntemuksiin ja aisteihin** (kuten näkökyky ja nautinnon kokeminen) ja **2) fyysiseen aktiivisuuteen ja liikkeeseen** (kävelylenkki, tanssiminen). Keskityt muihin kehon tuntemuksiin tulevissa kirjoitustehtävissäsi. Jos tarvitset inspiraatiota, voit aina palata lukemaan kehon tuntemusten listaa tämän dokumentin alusta.

Kun kirjoitat kehon toiminnoista, on tärkeää että mietit mitä nämä toiminnot sinulle merkitsevät? Kysy itseltäsi "Miksi nämä toiminnot ovat minulle tärkeitä?". Muista että vaikkemme usein pysähdy miettimään kehon toimintoja tällä tavoin, jokainen pieni ja monimutkaisempi toiminto näyttelee tärkeää roolia elämässämme.

Tälle kirjoitusharjoitukselle on kolme sääntöä:

- 1) Kirjoita vähintään 15 minuuttia.**
- 2) Kun olet aloittanut kirjoittamisen, älä lopeta ennen kuin vähintään 15 minuuttia on kulunut.**
- 3) Kun olet lopettanut kirjoittamisen, lue kertaalleen läpi mitä olet kirjoittanut.**

Kirjoituksesi ovat täysin luottamuksellisia ja anonyymeja. Älä huolehdi oikeinkirjoituksesta, lauseiden rakenteista tai kieliopista. Lopuksi, eri kehot voivat tehdä erilaisia asioita, joten jokaisen kirjoitukset ovat yksilöllisiä. Siten, tehtävään ei ole vääriä tai oikeita vastauksia.

Ole hyvä, voit nyt aloittaa kirjoittamisen!

Kirjoita ylös aika, jolloin aloitit kirjoittamisen: _____

Kirjoita ylös aika, jolloin lopetit kirjoittamisen: _____

Kirjoitusharjoitus #2

Tässä kirjoitusharjoituksessa keskityt ainoastaan kehon toimintoihin jotka liittyvät **1) terveyteen (kuten parantuminen, ruoansulatus) ja 2) luovuuteen (kuten piirtäminen ja kirjoittaminen)**. Otathan harjoitukseen riittävästi aikaa ja tutkiskele toimintoja jotka liittyvät kehon näiden osa-alueiden toiminnallisuuteen. Jos tarvitset inspiraatiota, voit aina palata lukemaan kehon tuntemusten listaa tämän dokumentin alusta.

Kuten ensimmäisessä harjoituksessasi, on tärkeää, että refleктоit mitä nämä erilaiset toiminnot tarkoittavat sinulle henkilökohtaisesti. Kysy itseltäsi: "Miksi nämä toiminnot ovat minulle tärkeitä?". Jokainen pieni ja monimutkaisempi toiminto näyttölee tärkeää roolia elämässämme.

Tälle kirjoitusharjoitukselle on kolme sääntöä:

- 1) Kirjoita vähintään 15 minuuttia.**
- 2) Kun olet aloittanut kirjoittamisen, älä lopeta ennen kuin vähintään 15 minuuttia on kulunut.**
- 3) Kun olet lopettanut kirjoittamisen, lue kertaalleen läpi mitä olet kirjoittanut.**

Kirjoituksesi ovat täysin luottamuksellisia ja anonyymeja. Älä huolehdi oikeinkirjoituksesta, lauseiden rakenteista tai kieliopista. Lopuksi, eri kehot voivat tehdä erilaisia asioita, joten jokaisen kirjoitukset ovat yksilöllisiä. Siten, tehtävään ei ole vääriä tai oikeita vastauksia.

Ole hyvä, voit nyt aloittaa kirjoittamisen!

Kirjoita ylös aika, jolloin aloitit kirjoittamisen: _____

Kirjoita ylös aika, jolloin lopetit kirjoittamisen: _____

Kirjoitusharjoitus #3

Viime päivien tai viikkojen aikana, olet saattanut loppuun kaksi kirjoitusharjoitusta kehosi toiminnallisuudesta ja miksi se on sinulle tärkeää. Näissä harjoituksissa keskityit kehon toimintoihin, jotka liittyvät 1) kehon tuntemuksiin ja aisteihin 2) fyysiseen aktiivisuuteen ja liikkeeseen 3) terveyteen ja 4) luovaan toimintaan.

Tällä kertaa, viimeisessä kirjoitusharjoituksessasi, keskityt ainoastaan kehon toimintoihin, jotka liittyvät **1) itsestä huolehtimiseen ja päivittäisiin rutiineihin** (esim. syöminen ja nukkuminen) **2) muihin ihmisiin ja kommunikointiin** (esim. halaaminen, kädestä pitäminen). Taas kerran, pyydän, että otat aikaa, rentoudut ja tutkiskelet ja pohdit kehon toimintoja jotka liittyvät kehon toiminnallisuuteen näillä alueilla. Kuten aina, voit palata dokumentin alussa mainittuihin kehon toimintojen esimerkkilistoihin, jos kaipaat inspiraatiota.

Kun kirjoitat näistä kehosi toiminnoista, muista miettiä mitä nämä toiminnot sinulle merkitsevät ja kysy itseltäsi "Miksi nämä toiminnot ovat minulle tärkeitä?". Jokainen pieni ja monimutkaisempi kehon toiminto näyttelee tärkeää roolia elämässämme.

Tälle kirjoitusharjoitukselle on kolme sääntöä:

- 1) Kirjoita vähintään 15 minuuttia.**
- 2) Kun olet aloittanut kirjoittamisen, älä lopeta ennen kuin vähintään 15 minuuttia on kulunut.**
- 3) Kun olet lopettanut kirjoittamisen, lue kertaalleen läpi mitä olet kirjoittanut.**

Kirjoituksesi ovat täysin luottamuksellisia ja anonyymeja. Älä huolehdi oikeinkirjoituksesta, lauseiden rakenteista tai kieliopista. Lopuksi, eri kehot voivat tehdä erilaisia asioita, joten jokaisen kirjoitukset ovat yksilöllisiä. Siten, tehtävään ei ole väärää tai oikeita vastauksia. Ole hyvä, voit nyt aloittaa kirjoittamisen!

Kirjoita ylös aika, jolloin aloitit kirjoittamisen: _____

Kirjoita ylös aika, jolloin lopetit kirjoittamisen: _____

Appendix F: Interview questions for the participants and the coach

Osallistujien kysymykset

1. Miksi halusit lähteä mukaan valmennukseen ja millaiset odotukset sinulla siitä oli?
2. Millainen kokemus valmennus sinulle oli?
3. Oliko valmennuksen kesto, hinta ja aikataulutus sopiva arkeesi?
4. Millaiseksi koit pienryhmätreenaamisen 3 muun osallistujan kanssa?
5. Millaisina koit valmennuksen aikana saamasi treeniohjeet ja ohjatut treenit?
6. Valmennuksessa harjoittelitte kehotietoisuutta treenin alussa ja hengittelitte rauhallisesti treenin lopussa. Millaisina koit nämä harjoitukset?
7. Millaisina koit kehonkuvaa parantavat kirjoitusharjoitukset?
8. Täytit osana valmennusta hyvinvointimittaristoa jossa sait myös reflektoida valmennuksen sujumista viikottain Koitko nämä osa-alueet hyödyllisenä osana valmennusta?
9. Lisäsikö valmennus lempeämpää suhtautumista omaan kehoosi? Jos kyllä, mitkä tekijät näit siinä tärkeimpinä?
10. Mitä opit valmennuksen aikana?
11. Mitä jäit kaipaamaan?
12. Millaisena koit valmentajan roolin, ammattitaidon ja käytöksen valmennuksen aikana?
13. Jotain muuta mitä haluat tuoda esille valmennuksesta tai kokemuksistasi?

Valmentajan kysymykset

1. Millaiset odotukset sinulla oli Vahvanainen-valmennuksen valmentamisesta?
2. Millainen kokemus valmentaminen sinulle kokonaisuudessaan oli?
3. Kuinka vaivalloisena koit valmennuksen ohjaamisen verrattuna muihin pitämiisi valmennuksiin?
4. Millaisena koit valmentajalle annetun etukäteisperehdytyksen?

5. Millaista (helppoa/vaikeaa jne.) perehdytyksessä käytyjen asioiden (treeniohjeistukset + terveen kehonkuvan mallintamisen ohjeet) soveltaminen käytännössä sinulle oli?
6. Millaiseksi koit pienryhmän vetämisen ja vuorovaikutuksen itsesi ja osallistujien välillä?
7. Valmennuksen aikana osa osallistujista esitti huolta ja ahdistusta omasta kehostaan ja sen ulkonäöstä. Millainen kokemus tämä tilanne sinulle oli? Oliko saamastasi perehdytyksestä apua tilanteen aikana?
8. Mitä opit valmennuksen aikana?
9. Mitä jäit kaipaamaan ja miten valmennusta voisi mielestäsi kehittää?
10. Jotain muuta mitä haluat tuoda esille valmennuksesta tai kokemuksistasi?

Arvioi Vahvanainen-valmennusta

	Täysin eri mieltä						Täysin samaa mieltä
1. Pidän valmennuksesta	1	2	3	4	5	6	7
2. Osallistuminen oli liian vaivalloista	1	2	3	4	5	6	7
3. Valmennuksen sisältö oli helppo ymmärtää ja seurata	1	2	3	4	5	6	7
4. Valmennus onnistui lisäämään kyvykkyyttäni harjoitella itsenäisesti	1	2	3	4	5	6	7
5. Valmennus onnistui opettamaan lempeää suhtautumista itseeni ja kehooni	1	2	3	4	5	6	7
6. Aion hyödyntää valmennuksessa oppimiani asioita jatkossa	1	2	3	4	5	6	7
7. Voisin suositella osallistumista muille	1	2	3	4	5	6	7

Haluatko perustella jotakin edellä mainituista vastauksistasi? Kerro lisää:

(Jatkuu kääntöpuolella)

VAHVAINAINEN

2 / 2

Yleiset kommentit (risut ja ruusut) valmennuksesta?

Appendix H: Wellbeing index

VAHVAINAINEN

Hyvinvoinnin seurantalomake

Viikko 1

1. Mieliä	1	2	3	4	5	6	7	8	9	10
2. Jaksaminen/ energiataso	1	2	3	4	5	6	7	8	9	10
3. Unen laatu	1	2	3	4	5	6	7	8	9	10
4. Unen määrä	1	2	3	4	5	6	7	8	9	10
5. Ruokailun säännöllisyys	1	2	3	4	5	6	7	8	9	10
6. Ruoka-aineet	1	2	3	4	5	6	7	8	9	10
7. Voimatasot	1	2	3	4	5	6	7	8	9	10
8. Aerobinen kunto	1	2	3	4	5	6	7	8	9	10
9. Liikkuvuus	1	2	3	4	5	6	7	8	9	10
10. Yleinen vointi ja terveydentila	1	2	3	4	5	6	7	8	9	10
+11. Muu, mikä?	1	2	3	4	5	6	7	8	9	10

Omat kommentit viikosta:

Appendix I: Goal setting

VAHVANAINEEN

Tavoitteen asettaminen

Tavoitteeni valmennukselle

Mieti seuraavaa 10 viikkoa. Millaisia asioita haluat tässä ajassa saavuttaa? Muista, että tavoitteiden on hyvä olla:

- realistisia (ota huomioon aikaresurssisi ja jaksamisesi ja valmennuksen kesto)
- omiasi (ethän kirjoita tavoitteita, joita **kuuluisi** haluta, vaan jotka todellisuudessa tunnet omiksesi)
- riittävän tarkkoja
- vievät kohti jotakin **myönteistä**, eivät pois päin jostakin negatiivisesta
- preesens-muotoon kirjoitettuja
- joustavia (tavoite voi muuttua matkan varrella)
- innostavia!

Huonosti muodostettu tavoite: "Haluaisin liikkua enemmän." tai "En enää syö suklaata."

Tavoite on epätarkka eikä siitä tiedä mitä "enemmän" tarkoittaa. Verbin konditionaali vie vastuuta teoistasi muualle. Kielteinen muoto on pois jostakin. Tavoite toteutuu todennäköisemmin jos se vie kohti jotakin mitä haluat.

Hyvin muodostettu tavoite: "Treenaan salilla 2 kertaa viikossa, tiistaisin ja perjantaisin klo 11.30-12.30." Tavoitteessa on tarkka aikamääre ja se on preesens-muodossa. Tai

"Nukun 8 tuntia yössä ainakin neljänä yönä viikossa." Tavoitteessa on aikamääre, se on riittävän joustava ja realistinen, eikä pyri täydellisyyteen.

Voit ottaa inspiraatiota tavoitteiden asettamiselle hyvinvoinnin seurantalomakkeesta. Muodosta nyt 1-3 päätavoitetta valmennuksellesi.

1. _____

2. _____

3. _____

Appendix K: Strength training programs

VAHVAINAINEN

Treeniohjelma 1

OHJEITA TREENEIHIN

• Tee viikossa yhteensä 2 treeniä kuntosalilla.

• Salitreeneiden lisäksi ole muutoin aktiivinen siinä määrin kuin nyt kykenet ja elämäntilanteessasi on mahdollista. Kävele, ui, juokse, pyöräile, pelaa pallopelejä, tanssi jne. Pyri saamaan askelia riittävästi (7000-10 000) niinäkin päivinä kun et treenaa. Muista tuki myös levätä ja jättää aikaa palautumiselle. Joka päivä **ei voi** treenata kovaa.

• Alla on esimerkkiviikkoja siitä, millaisia treeniviikot voisivat olla. Tämä ei ole kiveen hakattua ja esimerkkien treenimääriin ei tarvitse kyetä heti, tärkeintä on että pysyt niin aktiivisena kuin juuri nyt voit ja mikäli parannettavaa on, pyrit parannuksiin omassa tahdissasi. :) Toisaalta, ota huomioon nykyinen aktiivisuutesi. Jos jo liikut paljon (esim. työmatkapyöräilyt), kannattaa valmentajan kanssa keskustella salitreeneiden yhdistämisestä treeniviikkoon järkevästi, jotta rasitus ei nouse liian suureksi ja ehdit palautua.

• Salitreeneiden lisäksi tai niiden tilalle voit tehdä kotitreenejä, voit valita minkä tahansa alla olevista vaihtoehtoista.

• Älä tee salitreenejä peräkkäisinä päivinä.

• Aloita yhden käden tai jalan liikkeitä (askelkyyky, kulmasoutu) aina sillä puolella, joka on heikompi. Jos olet oikeakätinen, usein tämä on vasen. Tee heikko puoli ensin ja laita merkille, montako toistoa jaksoit. Tee vahvemmalla puolella vain sama määrä, vaikka se jaksaisikin enemmän. Näin puolierot voimatasoissa korjaantuvat.

• **Merkaa treenipainot treenipäiväkirjaan.** Esim. A1. pystypunnerrus 8 kg/käsi, 3 x 12. Ensin merkataan sarjamäärä ja sen jälkeen toistomäärät.

Esimerkkiviikkoja:

Maanantai	Tiistai	Keskiviikko	Torstai	Perjantai	Lauantai	Sunnuntai
Salitreeni	Kävelyä	Kotitreeni	Kävelyä	Salitreeni	Kävelyä	Lepo
Salitreeni	Kävelyä	Uinti	Kävelyä	Salitreeni	Lepo	Kävelyä

Laatinut Hanna-Kaisa Raninen

VAHVAINAINEN

Treeniohjelma 1

LÄMMITTELY ENNEN SALITREENIÄ

• **Kehon skannaus -harjoitus 2-3 minuuttia selällään maaten, silmät kiinni.** Käy kroppa läpi päästä varpaisiin ja tunnusteile miltä mikäkin kehonosa tuntuu. Pyri pitämään huomiosi kehossasi. Kun huomaat, että ajatuksesi ovat karanneet ympäristön ääniin tai omiin ajatuksiisi, palaa lempeästi takaisin kehon skannaukseen. Harjoitus tuo sinut tähän hetkeen ja lisää keskittymistä siihen, mitä alat seuraavaksi tehdä.

- Putkirullaus koko kroppa läpi ja/tai kevyt aerobinen harjoittelu 3-5 minuuttia. Jos treenaat musiikkia kuunnellen, polje esimerkiksi yhden kappaleen ajan spinning-pyörää tai souda soutilaitteella. Tee lisäksi seuraavat lämmittelyliikkeet:
- KISSAKOIRA x 10-12
- SOTURIASKELKYKKY x 10-12
- LAPAPUNNERRUKSET x 10-12
- LANTIONNOSTOT x 10-12
- Rinnan dynaamiset venyttelyt vatsallaan maaten (ns. skorpionit), 3 s venytys per puoli, x 8-10

• Tee erillisten lämmittelyliikkeiden lisäksi treenin lämmittelyksi aina ensimmäistä ja toista liikettä (A-liikepari) 2 sarjaa molempia:
-1. lämmittelysarjassa 50% sarjapainosta
-2. lämmittelysarjassa 70% sarjapainosta

• Alussa nämä prosentit ovat arvioita, mutta älä skippaa lämmittelysarjoja! Ne ovat tärkeitä loukkaantumisen estämisessä ja turvallisessa treenaamisessa.

• **Treenin jälkeen: 10 syvää hengitystä, jotta palautuminen pääsee alkamaan.**

Laatinut Hanna-Kaisa Raninen

TREENI**LÄMMITTELYT**

- A1. Askelkyyky taakse, jalka kerrallaan (jalkaa vaihtaessa voi pitää 20 s tauon)
- A2. Polvenkoukistus jumppapallolla
- B1. Kulmasoutu käsipainolla
- B2. Lattiapenkki käsipainoilla, 1 s pysäytys ala-asennossa, neutraali ote
- B3. Face pull kuminauhalla (tai narulla taljassa)
- C1. Kelkantyöntö, nopea tahti

LOPUKSI: 10 syvää hengitystä vatsallaan maaten

Sarjat	Toistot	Tauko
3	10-12	60 s
3	10-12	60 s
3	10-12	45 s
3	10-12	45 s
3	10-12	60 s
3	20-40 m	60 s

Liike	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:
A1								
A2								
B1								
B2								
B3								
C1								

Laatinut Hanna-Kaisa Raninen

KOTITREENI:

Tee lämmittelyksi kehon skannaus + dynaamiset lämmittelyt ja yksi kevyt kierros (toistot 8-10) kaikkia treenivideolla näkyviä liikkeitä ilman isoja taukoja.

A) Helpompi treeni: <http://www.hannakaisaraninen.com/blog/2018/5/2/video-aloittelijan-ulkotreeni-20-min>

B) Raskaampi versio: <http://www.hannakaisaraninen.com/blog/2018/4/15/video-tehokas-ulkotreeni-20-min>

Molemmat treeneistä voit tehdä myös sisällä, tarvitset hieman tilaa sekä tuolin tai penkin. Kaikki liikkeet jotka tehdään penkkiä vasten, voidaan tehdä hyvin myös lattialla (lantionnostot, mountain climbers, punnerrukset). Punnerruksissa voit laskea polvet maahan ja mennä niin syvälle kuin pystyt ellei voi tehdä esim. keittiönpöytää vasten.

Treenin jälkeen: 10 syvää hengitystä.

Laatinut Hanna-Kaisa Raninen

OHJEITA TREENEIHIN

- Tee viikossa yhteensä 2 treeniä kuntosalilla.
- Salitreeniin lisäksi ole muutoin aktiivinen siinä määrin kuin nyt kykenet ja elämäntilanteessasi on mahdollista. Kävele, ui, juokse, pyöräile, pelaa pallopelejä, tanssi jne. Pyri saamaan askelia riittävästi (7000-10 000) niinäkin päivinä kun et treenaa. Muista toki myös levätä ja jättää aikaa palautumiselle. Joka päivä **ei voi** treenata kovaa.
- Alla on esimerkkiviikkoja siitä, millaisia treeniviikot voisivat olla. Tämä ei ole kiveen hakattua ja esimerkkien treenimääriin ei tarvitse kyetä heti, tärkeintä on että pysyt niin aktiivisena kuin juuri nyt voit ja mikäli parannettavaa on, pyrit parannuksiin omassa tahdissasi. :)
- Salitreeniin lisäksi tai niiden tilalle voit tehdä kotitreenin. Tähän ohjeet saat erillisessä liitteessä.
- Älä tee salitreenejä peräkkäisinä päivinä.
- Aloita yhden käden tai jalan liikkeitä aina sillä puolella, joka on heikompi. Jos olet oikeakätinen, usein tämä on vasen. Tee heikko puoli ensin ja laita merkille, montako toistoa jaksotit. Tee vahvemmalla puolella vain sama määrä, vaikka se jaksaisikin enemmän. Näin puolierot voimatasoissa korjaantuvat.
- Sarjoja on merkitty osaan liikkeistä 3-4. Aloita kolmella ja lisää treeniviikkojen edetessä neljäs sarja jos jaksamista riittää ja kaipaat lisää haastetta. Voit keskustella tästä valmentajasi kanssa.
- **Merkkaa treenipainot treenipäiväkirjaan.** Esim. A1. maljakyykky 12 kg, 3 x 10. Ensin merkataan sarjamäärä ja sen jälkeen toistomäärät.

Laatinut Hanna-Kaisa Raninen

Esimerkkiviikkoja:

Maanantai	Tiistai	Keskiviikko	Torstai	Perjantai	Lauantai	Sunnuntai
Salitreeni	Kävelyä	Kotitreeni	Kävelyä	Salitreeni	Kävelyä	Lepo
Salitreeni	Kävelyä	Uinti	Kävelyä	Salitreeni	Lepo	Kävelyä

LÄMMITTELY ENNEN SALITREENIÄ

- **Kehon skannaus -harjoitus 2-3 minuuttia selällään maaten, silmät kiinni.** Käy kroppa läpi päästä varpaisiin ja tunnustele miltä mikäkin kehonosa tuntuu. Pyri pitämään huomiosi kehossasi. Kun huomaat, että ajatuksesi ovat karanneet ympäristön ääniin tai omiin ajatuksiisi, palaa lempeästi takaisin kehon skannaukseen. Harjoitus tuo sinut tähän hetkeen ja lisää keskittymistä siihen, mitä alat seuraavaksi tehdä.
 - Putkirullaus koko kroppa läpi ja/tai kevyt aerobinen harjoittelu 3-5 minuuttia. Jos treenaat musiikkia kuunnellen, polje esimerkiksi yhden kappaleen ajan spinning-pyörää tai souda soutulaitteella. Tee lisäksi seuraavat lämmittelyliikkeet:
 - KISSAKOIRA x 10-12
 - SOTURIASKELKYKKY x 10-12
 - LAPAPUNNERRUKSET x 10-12
 - LANTIONNOSTOT x 10-12
 - Rinnan dynaamiset venyttelyt vatsallaan maaten (ns. skorpionit), 3 s venytys per puoli. x 8-10
- Tee erillisten lämmittelyliikkeiden lisäksi treenin lämmittelyksi aina ensimmäistä ja toista liikettä (A-liikepari) 2 sarjaa molempia:
 - 1. lämmittelysarjassa 50% sarjapainosta
 - 2. lämmittelysarjassa 70% sarjapainosta
- Alussa nämä prosentit ovat arvioita, mutta älä skippaa lämmittelysarjoja! Ne ovat tärkeitä loukkaantumisen estämisessä ja turvallisessa treenaamisessa.

Laatinut Hanna-Kaisa Raninen

TREENI
LÄMMITTELYT

A1. Maljakyykky

A2. Rengassoutu TAI räikkiveto

B1. Romanialainen maastaveto tangolla

B2. Punnerrus tukea vasten

C1. Farmarikävely käsipainoilla

LOPUKSI: 10 syvää hengitystä vatsallaan maaten

Sarjat	Toistot	Tauko
3-4	8-10	60 s
3-4	8-10	60 s
3-4	8-10	60 s
3-4	8-10	60 s
3	20-40 m	60 s

Liike	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:
A1								
A2								
B1								
B2								
C1								

Laatinut Hanna-Kaisa Raninen

Tämän treenin voi tehdä ulkona tai sisällä. Lantionnoston voi tehdä penkillä tai sohvalla, punnerrukset keittiönpöytää tai tuolia vasten. :) Lisäpainoa saa käyttää jos sellaisia löytyy ja voimaa riittää. Suosittelen myös intervalliajastimen käyttöä, sellaisen saa asennettua helposti puhelimeen. Varsinaisen treenin kesto on noin 20 minuuttia. Muistathan kuitenkin myös lämmittelyt!

Tee lämmittelyksi kehon skannaus + dynaamiset lämmittelyt salitreeniohjelmasta ja yksi kevyt kierros (toistot 8-10) kaikkia alla olevia liikkeitä ilman isoja taukoja.

TREENI

- Jokaista liikeparia tehdään aikaa vastaan 3 kierrosta, 1. kierros on 30 s, toinen 25 s ja kolmas 20 s.
- Liikkeet tehdään vuoropareina eli esim. A1 kyykky 30 s, siirtyminen liikkeeseen A2 punnerrus 30 s, siirtyminen takaisin kyykkyyyn 25 s, siitä takaisin punnerrukseen 25 s, vielä kyykkyyyn 20 s ja takaisin punnerrukseen 20 s.
- Välissä voi pitää 10-15 s taukoja kun siirtyy liikkeestä toiseen. Tämän jälkeen pidetään pitkä noin 2-2,5 minuutin tauko ennen B-vuoropariin siirtymistä.

Liike	1. kierros	Tauko
A1. Kyykky	30 s	10 s
A2. Punnerrus	30 s	10 s
A1. Kyykky	25 s	10 s
A2. Punnerrus	25 s	10 s
A1. Kyykky	20 s	10 s
A2. Punnerrus	20 s	2-2,5 minuuttia
B1, B2 jne...		

Treenin jälkeen: 10 syvää hengitystä.

LIIKEPARIT

A1. Kyykky penkille

Hartianlevyinen haara, varmista että polvet ja varpaat ovat linjassa ja että polvet eivät kaadu kyykätessä sisäänpäin. Kosketa pyllyllä kevyesti penkin reunaa ja nouse takaisin ylös lähtöasentoon. Penkille ei ole tarkoitus istua. Kädet voit pitää edessä tasapainon säilyttämiseksi. Pidä tempo niin nopeana kuin pystyt säilyttäen tasapainosi. **Vaikeampi versio** on kyykkyhyppy. Ponnista kyykystä hyppyyn, muista laskeutua pehmeästi ja pitää polven linjaukset edelleen kunnossa.



A2. Punnerrus

Pyri pitämään kyynerpäät noin 45° kulmassa vartaloon nähden, näin suojaat olkapäitäsä vääränlaiselta rasitukselta. Pidä pyly ja keskivartalo tiukkana ja pyri menemään niin matalalle kuin voimasi riittävät. **Helpotat** liikettä valitsemalla mahdollisimman korkean tuen. Punnerrukset voi tehdä esim. korkeaa kaidetta tai seinää vasten. **Vaikeutat** liikettä madaltamalla tukea tai tekemällä punnerrukset kokonaan ilman tukea.



B1. Askelkyykky taakse

Astu lähtöasennosta taakse ja vaihda jalkaa jokaisen toiston jälkeen. Pidä katse eteen ja ryhti suorana ja ajattele seisovasi ladulla, kumpikin jalka omalla linjallaan. Näin säilytät tasapainosi ja teet liikkeen turvallisesti. Painon tulisi jakautua tasaisesti jalkapöydälle.

Vaikeampi versio: askelkyykkyhyppyt. Sen sijaan, että toisit jalan lähtöasentoon, vaihda jalat hyppäämällä.

**B2. Ojentajadippi penkillä**

Ojentajat ja olkapäät töihin! Laske takamusta kohti maata niin, että kyynerpäät saavuttavat 90° kulman. Punnerra takaisin ylös. **Helpotat** liikettä pitämällä jalat koukussa. **Vaikeutat** liikettä pitämällä jalat suorina edessä. Pyri pitämään rinta rottingilla!



C1. Lantionnosto penkillä

Pidä hartiat ja lavat reilusti penkin päällä ja kädet tukemassa lantiolla. Laske koko yläkroppa levynä alas, varo alaselän pyöristymistä. Ponnista yläasentoon pakaroiden ja takareisien avulla. Pyri siihen, että yläasennossa pakarat ovat rusinaksi puristettuina. Kuvittele, että painat kantapäitä maasta läpi, voit vaikka ajatella nostavasi hieman varpaita ilmaan.

Vaikeuta: tee lisäpainon kanssa tai yksi jalka kerrallaan.

**C2. Mittarimato**

Tämä liike vahvistaa keskivartaloa ja parantaa lantionhallintaa. Kävele käsilläsi lankkuasentoon ja takaisin lähtöasentoon. Kävele käsillä vain siihen asti kun kykenet pitämään hyvän keskivartalon ja lantion hallinnan. Alaselkä ei saa notkahtaa tai siinä tuntua kipua.



OHJEITA TREENEIHIN**• Tee viikossa yhteensä 2 treeniä kuntosalilla.**

- Salitreeniä lisäksi ole muutoin aktiivinen siinä määrin kuin nyt kykenet ja elämäntilanteessasi on mahdollista. Kävele, ui, juokse, pyöräile, pelaa pallopelejä, tanssi jne. Pyri saamaan askelia riittävästi (7000-10 000) niinäkin päivinä kun et treenaa. Muista toki myös levätä ja jättää aikaa palautumiselle. Joka päivä **ei voi** treenata kovaa.
- Alla on esimerkkiviikkoja siitä, millaisia treeniviikot voisivat olla. Tämä ei ole kiveen hakattua ja esimerkkien treenimääriin ei tarvitse kyetä heti, tärkeintä on että pysyt niin aktiivisena kuin juuri nyt voit ja mikäli parannettavaa on, pyrit parannuksiin omassa tahdissasi. :)

• Salitreeniä lisäksi tai niiden tilalle voit tehdä kotitreenin ohjelmista 1 ja 2.

- Älä tee salitreenejä peräkkäisinä päivinä.
- Aloita yhden käden tai jalan liikkeet aina sillä puolella, joka on heikompi. Jos olet oikeakätinen, usein tämä on vasen. Tee heikko puoli ensin ja laita merkille, montako toistoa jaksoit. Tee vahvemmalla puolella vain sama määrä, vaikka se jaksaisikin enemmän. Näin puolierot voimatasoissa korjaantuvat.
- **Merkkaa treenipainot treenipäiväkirjaan.** Esim. C1, pystypunnerrus 10 kg, 3 x 6. Ensin merkataan sarjamäärä ja sen jälkeen toistomäärät.

Laatinut Hanna-Kaisa Raninen

Esimerkkiviikkoja:

Maanantai	Tiistai	Keskiviikko	Torstai	Perjantai	Lauantai	Sunnuntai
Salitreeni	Kävelyä	Kotitreeni	Kävelyä	Salitreeni	Kävelyä	Lepo
Salitreeni	Kävelyä	Uinti	Kävelyä	Salitreeni	Lepo	Kotitreeni

LÄMMITTELY ENNEN SALITREENIÄ

- **Kehon skannaus -harjoitus 2-3 minuuttia selällään maaten, silmät kiinni.** Käy kroppa läpi päästä varpaisiin ja tunnustele miltä mikäkin kehonosa tuntuu. Pyri pitämään huomiosi kehossasi. Kun huomaat, että ajatuksesi ovat karanneet ympäristön ääniin tai omiin ajatuksiisi, palaa lempeästi takaisin kehon skannaukseen. Harjoitus tuo sinut tähän hetkeen ja lisää keskittymistä siihen, mitä alat seuraavaksi tehdä.
 - Putkirullaus koko kroppa läpi ja/tai kevyt aerobinen harjoittelu 3-5 minuuttia. Jos treenaat musiikkia kuunnellen, polje esimerkiksi yhden kappaleen ajan spinning-pyörää tai souda soutulaitteella. Tee lisäksi seuraavat lämmittelyliikkeet:
 - Kissaakoira x 10-12
 - Tuulimylly 5 x /puoli
 - Kyykky 2,5 kg-5 kg levypaino suorilla käsillä 3 x 10 (<https://www.youtube.com/watch?v=cgAlitK-hBs>)
 - Clamshell-pakara-aktivaatiot 12-15 / puoli
 - Rinnan dynaamiset venyttelyt vatsallaan maaten (ns. skorpioni), 3 s venytys per puoli, x 8-10
- Tee erillisten lämmittelyliikkeiden lisäksi treenin lämmittelyksi aina ensimmäistä ja toista liikettä (A-liikepari) 2 sarjaa molempia:
 - 1. lämmittelysarjassa 50% sarjapainosta
 - 2. lämmittelysarjassa 70% sarjapainosta
- Alussa nämä prosentit ovat arvioita, mutta älä skippaa lämmittelysarjoja! Ne ovat tärkeitä loukkaantumisen estämisessä ja turvallisessa treenaamisessa.

Laatinut Hanna-Kaisa Raninen

TREENI
LÄMMITTELYT

- A1. Etukytkky
- B1. Yhden jalan hip thrust penkittä (toistot per jalka)
- B2. Yhden käden landmine-kulmasoutu tangolla
- C1. Yhden käden pystypunnerrus käsipainolla tai landmine-pystypunnerrus tangolla
- C2. Woodchopper kuminauhalla
- D1. Pikkukelkanveto seisaaltaan TAI assault bike tmv.

Sarjat	Toistot	Tauko
4	6-8	60 s
3	6-15	60 s
3	6-8	60 s
3	6-8	60 s
3	6-8	60 s
3	20 m / 20 s	60 s

LOPUKSI: 10 syvää hengitystä vatsallaan maaten

Liike	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:	PVM:
A1								
B1								
B2								
C1								
C2								
D1								

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