

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Interpersonal Communication and Helping Skills in Fitness

**CODE NO. :** FIT101 **SEMESTER:** Fall  
**MODIFIED CODE:** FIT0101

**PROGRAM:** Fitness and Health Promotion

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**MODIFIED BY:** Jody Arthurs, Learning Specialist CICE Program

**DATE:** Sept. 2010 **PREVIOUS OUTLINE DATED:** Sept. 2009

**APPROVED:** "Angelique Lemay" Oct. 2010

	<u>CHAIR, COMMUNITY SERVICES</u>	<u>DATE</u>
<b>TOTAL CREDITS:</b>	3 credits	

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3 hours

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**I. COURSE DESCRIPTION:**

In this course students will learn the interpersonal communication skills necessary to become effective communicators in the fitness and health promotion fields. Students will develop the skills required to be effective when helping individuals to make healthy lifestyle changes. Students will also develop motivational techniques to increase client adherence. Effective interviewing will also be practiced and applied to appropriate workplace scenarios. The helping relationship and qualities that enhance this relationship will be discussed and practiced.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: assessment, development and application skills (1,2,3), communication skills (1,3,4,11), promotion skills (3,7). It addresses the Generic Skills Learning Outcomes 1, 2, 6, 13.

Upon successful completion of this course, the C.I.C.E. student with the assistance of a Learning Specialist, will demonstrate a basic ability to:

1. Define factors that influence communication.

Potential Elements of the Performance:

- Explain the principles of communication
- Define and explain communication competence
- Explain the relationship of attitudes, beliefs and values with effective communication
- Define and explain self-concept and self esteem
- Define personality and identify eight major personality factors and traits
- Define learning styles and explain the importance to interpersonal communication
- Identify strategies to deal with different personalities
- Define identity management
- Describe perception and the perception process
- Explain factors that influence perception
- List barriers to accurate perception
- List and explain listening styles and barriers
- Define and explain verbal and non-verbal communication
- Discuss strategies to improve non-verbal communication

2. Describe and demonstrate effective interviewing skills.

Potential Elements of the Performance:

- Describe elements of a skilled interview process
  - Conduct an initial Physical Activity readiness interview
  - Peer and personally critique assigned interviews and reflect on skill improvement
  - Demonstrate ability to communicate openness and attentiveness in a verbal and non-verbal manner
  - Discuss strategies to improve listening and responding skills
3. Discuss effective interpersonal communication skills as they relate to roles in the fitness industry.

Potential Elements of the Performance:

- Define counselling as helping; as a process; as problem solving
  - Explain the process of CPAFLA counseling
  - List and explain the styles of counseling and limitations in the fitness industry
  - Explain the Seven Step communication approach to CPAFLA
  - Define motivation and explain techniques to improve client adherence to a healthy lifestyle
  - Define the principles of customer satisfaction
  - Identify the skills that are necessary to deal with customer dissatisfaction
  - Discuss the advantages and disadvantages of working in teams
  - Describe guidelines for using problem solving and brainstorming groups
  - Explain personal productivity and stress management and their importance in healing professions
4. Demonstrate critical thinking skills.

Potential Elements of the Performance:

- Participate and reflect on group problem-solving activity
- Reflect on and integrate information presented in class with experiences in the community

5. Define the helping relationship and demonstrate qualities that positively influence this relationship.

Potential Elements of the Performance:

- Explain the terms empathy, sympathy
  - Define culture and diversity and identify factors that enhance effective communication with varied populations
  - Contrast the attitudes and actions of nurturing and toxic people
  - Define the terms mentor and protégé
  - Explain coaching skills and techniques for helping difficult people
6. Integrate the philosophy of wellness/active living through its appropriate application to clients.

Potential Elements of the Performance:

- Define health behaviours
- Define and explain the Stages of Change Theory
- Explain the principles of effective health education
- Identify and define key leadership and presentation skills that enhance the effectiveness of wellness/active living messaging

### III. TOPICS:

1. The Process and Elements of Communication
2. Self Concept and Self Esteem
3. Health Behaviour and Effective Education
4. Becoming an Effective Leader
5. Helping Relationships
6. Team Work

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Human Relations – Interpersonal, Job-Oriented Skills (3rd Edition)

Authors: Andrew Dubrin, Terri Geerink

Publisher: Pearson

The Canadian Physical Activity, Fitness & Lifestyle Approach (CPAFLA):  
CSEP-Health & Fitness Program's Health-Related Appraisal and Counselling  
Strategy (3rd edition)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the first class.
  - Midterm 15%
  - Learning Activities 20%
  - Interview 15% + personal reflection 5%
  - Presentation 15% + personal reflection 5%
  - Final Exam 25%
2. test/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent (of final grade) per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.